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ABSTRACT

A career-centered program in the Louisville, McComb, and Winona Municipal Separate School Districts, Mississippi, attempted to bridge the gap between the world of work and the school curriculum for students in grades 1-12. The following specific objectives were established: (1) To develop personal, social, economic and decisionmaking skills in all students, (2) to increase elementary students' awareness of the world of work, (3) to provide career orientation and exploratory experiences for junior high or middle school students, and (4) to provide job preparation in a wide variety of occupational areas for students in grades 10-14. Third-party evaluation instruments were used to assess attitudes of teachers and students concerning the career concept. Data were collected by reviewing reports, conducting visits to the career projects, reviewing instructional materials, and interviewing teachers and administrators. It was concluded that there was sufficient public and teacher acceptance demonstrated to term the career project an asset to the school districts involved. One-fifth of the report is a project summary: Goals, description, activities, and accomplishments. The third-party evaluation report, constituting the remainder of the report, contains a description of the counties, including an occupational breakdown of locale; description of the school system; background information and description of the research project, including samples of newsletters and photographs of student activities; and evaluation analysis, conclusions, and summary. (TA)

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FINAL REPORT

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A RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

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SUMMARY

Period Covered: July 1, 1974 to June 30, 1975

Goals and Objectives of Project:

The goal of this project was to design and establish a meaningful, comprehensive career education program which encompassed the stages of career awareness, career exploration, and career preparation. Guidance and counseling were emphasized by the utilization of group and individual activities on a continuous basis throughout the school year.

The career project proposed for the Louisville, McComb, and Winona Municipal Separate School Districts viewed the students' total school experiences as preparation for life, with earning a living as the prime focus. It attempted to bridge the gap between the world of work and the school curriculum for students in grades 1-12.

To attain the goal of the Research and Development Project in Career Education the following specific objectives were established:

* To design a program to increase the self-awareness of each student; to develop in each student favorable attitudes about the personal, social, and economic significance of work; and to assist each student in developing and practicing appropriate career decision-making skills.

* To design a program at the elementary level to increase the awareness of students in terms of the broad range of options open to them in the world of work.

* To design a program at the junior high or middle school level to provide career orientation and meaningful exploratory experiences for students.

* To design a program for grades 10-14 to provide job preparation in a wide variety of occupational areas.

Procedures:

In order to attain the ultimate objective of the project (the establishment of comprehensive career-centered activities for grades 1-12 in the Louisville, McComb, and Winona Municipal Separate School Districts) a summary of planned procedures is outlined below. The summary of procedures is presented in relation to each specific objective.

a. Personal, Social, Economic and Decision-Making Skills -- The career project was centered around the concept of developing in all students (grades 1-12) a "style of life" oriented toward

each student becoming a working member of society. Special emphasis was placed on increasing the influence of the schools in developing in each student positive attitudes about work. The project was centered around: (1) making students aware of how their interests and abilities fitted them for certain occupations in the world of work; (2) assisting students in identifying occupational preferences and exploring them; (3) developing an awareness of the meaning and significance of a day's work for a day's pay and of the importance of developing occupational decision-making skills; (4) assisting students in developing an understanding of the relationship between educational opportunities and career possibilities; and (5) assisting students in learning to organize and use individual decision-making skills.

b. Awareness Stage -- Each elementary teacher was assigned to one of several committees to coordinate the activities of the elementary schools in the career project. The committees began the development of curriculum guides for each grade and subject area. These guides were designed to facilitate fusion of the career concept into the on-going classroom instruction. Topics centered around occupations relating to the home, school, community, state and nation.

Examples of activities which were conducted in grades 1-3 to implement career awareness included: (1) students told what their parents did to earn a living; (2) parents served as resource persons for classes; (3) students made posters and dolls of parents and other family members in the world of work; (4) students used occupational coloring books; (5) students role-played parents' occupations; (6) students developed lists of job-related activities they performed at home; (7) students read stories about occupations; (8) students viewed audio-visual materials and used tools which were related to occupations being studied; and (9) students made up occupational songs, poems, and riddles.

In grades 4-6, emphasis was placed upon the development of students' self-concept and how it is related to the world of work. This involved such activities as: (1) students listing good and poor personality traits; (2) classes choosing occupations of the week; (3) students conducting class appearance and personality contests; (4) girls designing work clothes; (5) students viewing occupational visual aids; (6) students discussing desirable job characteristics; (7) collecting and studying want ads from newspapers; (8) role-playing employer-employee situations; (9) studying jobs that certain age groups can obtain (baby sitting, paper boy, etc.); and (10) utilizing field trips and other activities in continuation of the career-centered concept.

c. Exploration Stage -- At the junior high level, students expanded and intensified their exploratory experiences through specially designed courses (occupational orientation, home economics, industrial arts, etc.). Students were also provided with opportunities to make comprehensive educational and occupational decisions through such activities as: (1) role-playing; (2) conducting poster contests which were related to occupations; (3) utilizing local resource persons in the classroom; (4) playing occupational charades; (5) writing letters of application, resumes, follow-up letters of appreciation, and letters asking to use someone as a reference; (6) writing occupational research reports; (7) designing bulletin boards which depicted occupations; (8) relating hobbies to occupational interests; (9) planning field trips to industries and educational institutions; and (10) planning hands-on experiences relating to occupations.

The exploration stage was divided into four segments. The first was to explore the world of work through in-depth orientation in reference to individual student interest areas. The second segment involved providing students with opportunities for the development of self-concepts. Segment three involved the development of self-concepts. Segment three involved the development of decision-making skills and the final segment was involved with assisting students in choosing curricula and/or employment opportunities which appeared to be suited to their individual needs.

d. Preparation Stage -- Students in grades 10-12 received a continuation of exploratory experiences which they had already received at the junior high level; however, additional emphasis was placed on occupational preparation activities. Students also received assistance in planning for and attaining occupational goals, either in the form of vocational training and/or work experiences. Each of the three school districts participating in the Research and Development Project in Career Education had a comprehensive and modern vocatioal complex which offered several occupational preparation areas. Students in the districts received preparation experience in the vocational complexes as well as on actual job sites. Students selecting professional occupations were aided in securing educational finances, selecting appropriate colleges, and selecting a realistic goal based on past academic achievements, intelligence test scores, etc.

Results:

Significant progress was made during the first and second year of the career project in assisting students in the vocational areas to develop skills which would enable them to adjust to the change in the world of

work. In additon, progress was made in helping students develop the necessary skills which will serve as a base for continuous growth in chosen careers.

Satisfactory progress was made in reference to meeting the objectives of the career project. Teachers at the elementary levels accepted and utilized the career concept to a greater extent than did teachers at the junior high and/or high school levels. Teachers in the vocations also accepted and utilized the career concept to a greater extent than did teachers in the academic areas. In-service training activities were adequate for the staff members involved; however, little or no in-service training was provided for the classroom teachers in one of the districts throughout the duration of the career project. Several phases of the program demonstrated only slight gains, if any, during the school year and these included: Planning from short-term training; planning and implementing programs for students expecting to obtain a four-year degree after high school graduation; and designing public relations activities which would utilize the local civic clubs throughout the year as a means for disseminating news concerning the career project.

Evaluation:

The evaluation procedure centered around the use of the program's educational goal and objectives as a standard by which the outcomes of the program would be assessed. Instruments were developed and field tested for use in the career project. One instrument was used to assess the attitudes of teachers concerning the career concept while other instruments were utilized in assessing students' attitudes towards careers and students' knoweldge of careers. (See Tables VIe - XVe.) In addition, other evaluative data were collected by reviewing reports, conducting visits to the career projects, reviewing and examining instructional materials, and conducting interviews with teachers, administrators, and personnel from the State Department of Education who monitored the project.

Conclusions:

Upon completion of the second year of operation, it was concluded that the Research and Development Project in Career Education, while overcoming numerous obstacles, developed and utilized several innovative techniques which served to facilitate implementation of the career project. It was also concluded that sufficient public and teacher acceptance was demonstrated to third-party evaluators to warrant drawing the conclusion that the career project was an asset to the school districts involved.

Specific conclusions reached concerning the career project were as follows:

* The career-concept can become an integral part of the traditional school system.

* Acceptance of the career-concept by classroom teachers would be facilitated if the local building principal, curriculum supervisor, and other administrative staff members exhibited a more overt acceptance of the program.

* An intensive group in-service program held prior to the opening of school would alleviate many of the anxieties felt by new teachers and would also permit the introduction of new career-related materials.

* Career project personnel should visit other on-going career projects and attend career conferences prior to implementing a career project in their respective school.

* An intensive and well organized public relations program is essential for parental, business, and community acceptance of the career program.

I. PROBLEM

The basic intention of education is to prepare all students (vocational and academic) to lead productive and rewarding lives from the time they enter a chosen occupational field until they retire from the world of work. It is an easy task to organize a curriculum offering which would lead to students being employed in one occupation or even in one occupational cluster. The difficulty arises when one tries to develop a program which spans all of the occupational clusters and can still be tailored to fit the needs of each individual student.

Career education has been offered to educators as a means of "bridging the gap" between education and the world of work. It has been hypothesized that career education serves as a vehicle by which practical meaning can be applied to complicated classroom processes; therefore, encouraging rather than discouraging students to pursue their intended educational goals.

Career development is closely tied to the preception that an individual has of himself; i.e., the kind of occupation a person pursues reflects his self-concept. Any strengthening of the capacity and motivation for self-understanding would accordingly enhance career pursuits. Persons with inaccurate self-evaluations tend to make more inappropriate career decisions than persons with an accurate and positive self-evaluation. All things being equal, an accurate understanding of one's self should correspondingly enhance career decision-making.

Traditionally, the study of work has been largely delayed until the student reaches the ninth or tenth grade, or about the age of 14 or 15. By this time, many students have dropped out of school. A study in Mississippi revealed that 23.58 percent of the students entering the first grade dropped out of school prior to completing the ninth grade (Mississippi Statistical Abstract, 1974). These students had not had the opportunity to formally learn about the world of work. Likewise, such instruction might help to reduce the rate at which students drop out of school by showing relevance between what is studied in school and what lies ahead in work. For those who remain in school, comprehensive educational programs to prepare for career entry and advancement are a vital requirement in career development.

The project reported and described in the following pages was implemented to help combat the problems previously mentioned. Thus, the vastness of its scope was to have significant impact upon school systems, faculties, and students across the STATE OF MISSISSIPPI.

II. GOALS AND OBJECTIVES

The goal of the Research and Development Project in career education was to establish a meaningful, comprehensive career education program which would encompass the stages of career awareness, career exploration, and career preparation. Throughout the program, guidance and counseling activities were emphasized through group and individual techniques.

The Research and Development Project in career education spanned the awareness, exploration, and preparation phases of the career education concept. The complete process encompassed: (a) self-concepts or awareness; (b) career awareness; (c) career exploration; (d) decision-making skills; (e) primary career desire; (f) primary skill development; (g) technical skill development; and (h) placement which was perceived as parts of the project. Therefore, long-range plans and/or goals were devised, for the purpose of evaluation, accountability, and giving the project direction.

The primary goal of this project is for the school system to produce a product (students) with sufficient occupational awareness and exploratory experiences to make sound career decisions; to make career preparation in accordance with these decisions; and to enter and advance in chosen careers. In order to accomplish this goal, the ultimate objective of the project will be to establish comprehensive career-centered activities for grades 1 through 12 in the school system. The specific objectives are:

1. To establish an administrative structure for the effective implementation and operation of the career-centered program.
2. To provide occupational instruction and counseling in the elementary grades.
3. To provide an intensive occupational orientation and counseling program at the junior high level.
4. To provide a variety of occupational training programs at the secondary level.
5. To provide an intensive program of guidance-counseling, job-placement, and follow-up for secondary students completing or dropping out of the school system.
6. To provide intensive career-centered in-service training for the entire school system faculty.
7. To develop community support for the career-centered program.
8. To provide a variety of continuing occupational education (adult) programs and counseling service for out-of-school groups.
9. To provide remedial education for students and adults requiring special assistance in completing occupational programs.
10. To continually evaluate and redirect (if necessary) the career-centered program.

III. DESCRIPTION OF THE PROJECT

The Research and Development Project in career education encompassed three Mississippi school systems, namely: (1) Louisville Municipal Separate School District; (2) McComb Municipal Separate School District; and (3) Winona Municipal Separate School District. This included elementary, junior high, and high schools. Each system was also served by a modern vocational-technical complex.

The Louisville Separate School District encompasses the entire land area of Winston County (606 square miles). The school system has five attendance centers (one elementary attendance center, one "middle grades" attendance center, one high school attendance center, and two attendance centers that house grades 1-12). The system's enrollment is approximately 4400 students, of which approximately 2800 are in the elementary grades and 2200 are in the secondary grades. A total of 212 instructional personnel and three counselors serve the school system. The county which the school system serves is considered depressed by the Mississippi Employment Security Commission. Approximately 40 percent of the county population is classified as minority groups. Approximately 28 percent of the families in the county receive incomes of less than $3000 per year. The family mean income for the county is $6602. The median value of family housing in the county is $10,700. The economy in the area is diversified and includes agriculture, manufacturing, distribution, and service occupations.

The McComb Municipal Separate School District contains three attendance centers (one elementary school, one middle school and one high school). Enrollment in the school system is approximately 3500, with approximately 2100 students at the elementary level and 1400 at the secondary level. A total of 200 instructional personnel serve the school system. Of this number, five are guidance counselors. Approximately 34 percent of the population in the are is classified as minority groups. The family mean income in the school district is $6532; thus, approximately 25 percent of the families in the district receive incomes of less than $3000 per year. The median value of family housing in the district is $10,600. The economy in the district is classified as being diversified as major occupational pursuits are derived from agriculture, manufacturing, distribution, and service industries.

The Winona Separate School District contains three attendance centers (one elementary attendance center, one middle grade attendance center, and one high school attendance center). Enrollment in the school system is approximately 1400, with approximately 700 students at the elementary level and 700 students at the secondary level. A total of 69 instructional personnel and one guidance counselor serve the school system. Approximately 45 percent of the population in the area is classified as minority groups. The family mean income in the school district is $5798 and approximately 35 percent of the families in the district receive incomes of less than $3000 per year. The median value of family housing in the district is $8400. The economy in the district is classified as being

diversified. Major occupational pursuits are in agriculture, manufacturing, and service industries.

A summary of basic data on the three aforementioned school systems are shown in Table 1:

Table 1

Combined School System Data

School System	No. Attendance Centers	No. Instructional Personnel	No. Counselors	No. Pupils
Louisville	5	212	3	4400
McComb	3	200	5	3500
Winona	3	70	1	1400
Totals	11	482	9	9300

The program was centered around developing, in all students (grades 1-12), a "style of life" oriented toward becoming a productive member of a work oriented society. Special emphasis was placed on increasing the influence of the schools in developing students' attitudes about work. The entire project centered around: (1) making students aware of how their interests and abilities fit them for the different occupations found in the world of work; (2) assisting students in identifying occupational preferences and exploring these; (3) developing an awareness of the meaning and significance of work and of occupational decision-making; (4) assisting students in developing an understanding of the relationship between his educational opportunities and career possibilities; and (5) assisting students in learning to organize and use individual decision-making skills.

The career process continued in each of the elementary schools in the three school systems by providing students with sufficient occupational information and counseling to meet the needs of all children according to their interests and abilities. To accomplish this, local project personnel provided services to the elementary faculties which aided in the incorporation of career development into the regular instructional programs. These services included obtaining occupational information, providing counseling, providing resource persons, conducting workshops and seminars, and arranging for field trips. Vocations were not taught within themselves, but careers familiar to the students were used to increase their awareness and knowledge of the world of work. The children's interaction with their environment, parents, peers, and others were utilized to enhance their interest in the work world.

Career information presented to the students centered around occupations relating to the home and school; the community; the state; the nation

and the world. In grades one through three, activities were conducted to increase the interest of students. Activities were used to incorporate career awareness into the regular instructional programs. In grades four through six, emphasis was placed upon students' enhancement of self-concept as related to development.

Local project personnel provided services to each of the junior high school faculties which aided in incorporating career education materials into the regular instructional program. At the junior high level, students expanded and intensified their exploratory experiences in the world of work through specially designed courses such as occupational orientation, home economics and industrial arts. Junior high teachers utilized their specific subject areas as vehicles for increasing students' exploration into the world of work. Exploratory experiences were provided for in a broad range of occupational categories and levels, providing students with opportunities to make comprehensive educational and occupational decisions through various activities.

Emphasis was placed on dividing the exploration phase into four major segments. The first was to explore the world of work through in-depth orientation of individual student interest area through a variety of highly relevant participatory experiences. A second segment was to provide students with opportunities for the development and implementation of accurate self-concepts. Another segment leaned toward equipping students with decision-making skills. The final segment involved assisting students in choosing and/or locating curricula and/or employment opportunities which could expand their occupational horizons as well as their expectations for finding satisfying occupations.

At the high school level students received a continuation of exploratory experiences received at the elementary and junior high levels, with additional emphasis being placed on occupational preparation activities. Students received assistance in planning for and attaining occupational goals and preferences, either in the form of additional vocational training and/or work experience. While job preparation activities were funded from sources other than research funds, they played an important role in the project. Each of the sites selected to be included in the project had a comprehensive vocational complex offering several occupational preparation areas. Students could obtain preparation experiences in these areas as well as on actual job sites.

The project contracted a third-party evaluation to assess the effectiveness of each project component, as well as to assess the overall value and success of the total project. Third-party evaluation was accomplished through a subcontract with Mississippi State University. It was anticipated that data collected through internal research and development activities of the project would be utilized by the third-party evaluation group for making their independent assessment of the project's effectiveness.

The evaluation consisted of a thorough study of the process through which the project was inaugurated and conducted. The evaluation was focused

upon the extent to which the program had an impact on the three school systems' populations. Program evaluation was continuous and extensive and the results were constantly related to the on-going program components. Procedures utilized in the evaluation effort were categorized into four major areas: (1) Environmental Data--which described factors affecting the program and student benchmark data; (2) Resource Data--which described data on financial resources, facilities, equipment, personnel, etc.; (3) Process Data--which described the actual procedure being employed to meet the stated goals and objectives of the project components. Data were collected on methods and techniques utilized, policies, training experiences, etc.; and (4) Product Data--which involved the extent to which the program brought about changes in the educational system's product -- the student.

The administration of this project was through the regular established legal channels; that is, the Vocational Division of the State Department of Education at the state level and three local school boards at the local sites. The organizational structure for each site in the project can be found in Figure I.

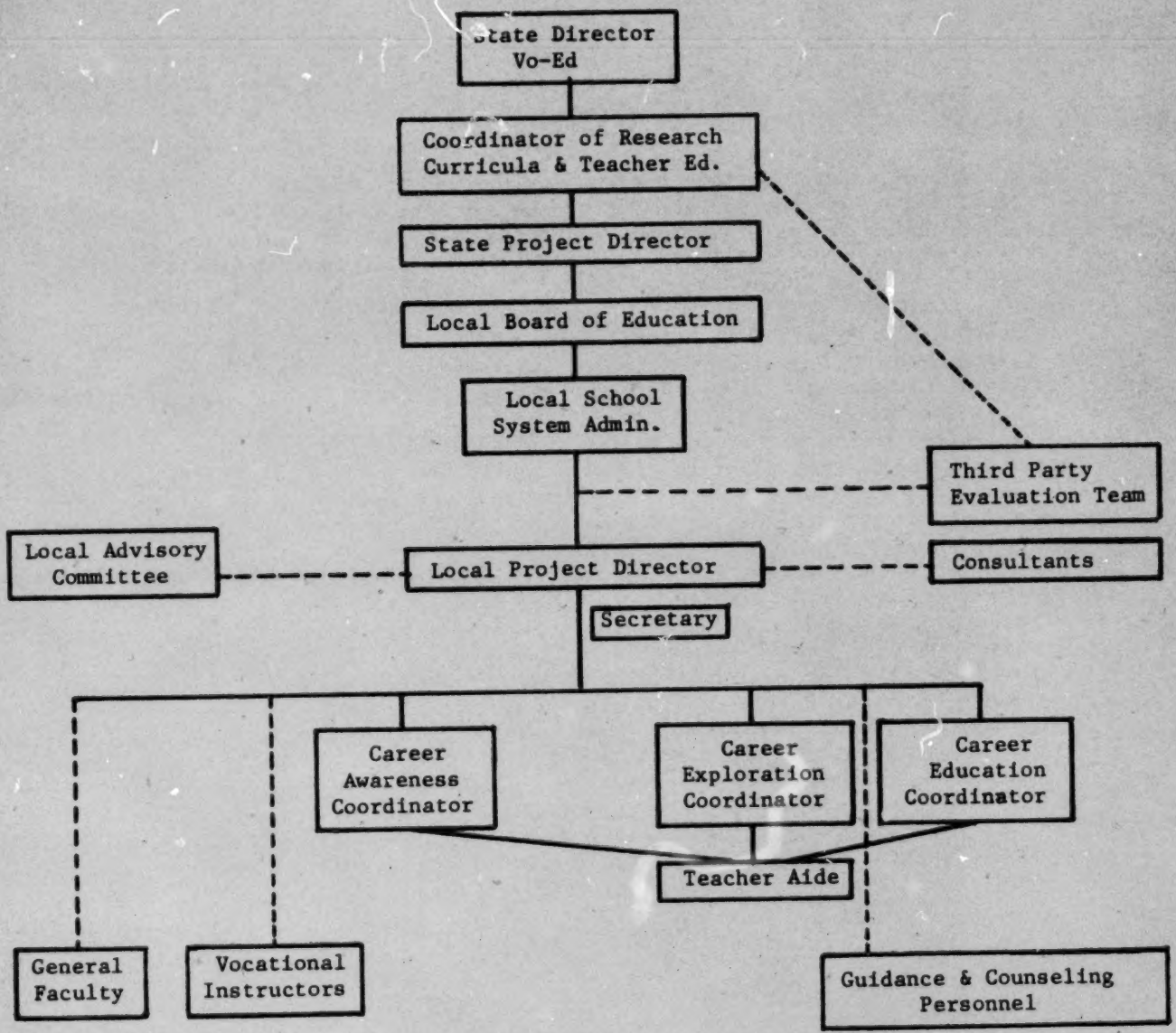
The State Director of Vocational Education was responsible, through the Coordinator of Research, Curricula, and Teacher Education, for the administration of this research project at the state level. The Coordinator of Research, Curricula, and Teacher Education is responsible for leadership and direction in all phases of research and curriculum development. An assistant director of state projects was secured to aid the Coordinator of Research, Curricula and Teacher Education in implementing the various career education projects in Mississippi.

A total of nine career coordinators were employed in the career project, three at each project site (Winona, Louisville and McComb). In each school system, one coordinator worked in the awareness; one worked in exploration level; and one worked in preparation and also served as local program coordinator. Each coordinator held valid endorsements in his/her teaching level. They also met specific project qualifications and requirements. The major responsibilities of these coordinators were to assist regular teachers with the instructional program for career education. They worked with both teachers and students at the grade level in which they were serving. The preparation and organization of curriculum materials for use in the instructional program was a major responsibility of these teachers. These persons devoted 100% of their time to the project as it functioned within their respective school systems.

Figure I

State and Local Organizational Structure for

Career Education Project at Each Local Site



IV. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

The career project staffs viewed the students' total school experiences as preparation for life, with earning a living as a prime focus. To attain the goal of the Research and Development Project in career education, the following objectives were established:

(1) To design a program to increase the self-awareness of each student; to develop in each student favorable attitudes about the personal, social, and economic significance of work; and to assist each student in developing and practicing appropriate career decision-making skills.
(2) To design a program at the elementary level to increase the awareness of students in terms of the broad range of options open to them in the world of work.
(3) To design a program at the junior high or middle school level to provide career orientation and meaningful exploratory experience for students.
(4) To design a program for grades ten through twelve to provide job preparation in a wide variety of occupational areas.

1. Louisville Municipal Separate School District.

The general objective of the career staff was to facilitate fusion of the career concept into the on-going school curriculum in such a manner that career education would become an overt part of the regular school curriculum at all grade levels and in all subject areas. The following career activities were noted for the awareness, exploratory, and preparation stages of the career project.

Career Awareness. The elementary teachers and elementary coordinator had a very successful year with the career education program. It is felt that not only the students, but many teachers gained a new insight into the world of work. Almost every classroom in the county had the opportunity of participating in at least one career related field trip, and all classrooms participated in many career related activities. Many students began asking to participate in different activities, and businessmen in the community began to invite classes to visit their businesses.

The most exciting year-round activity on the career awareness level has been the video pen-pal project. The elementary career coordinator set up video exchanges with classes in New York City and in South Carolina. The children taped school and neighborhood activities in their respective cities and then exchanged tapes. These video tapes have helped children develop an appreciation for their own communities and a better understanding of differences in cultures and industries. Various customs and occupations within each section were observed and discussed. Video tape equipment has also been used extensively in numerous awareness activities.

Resource persons were frequent guests of the elementary students. These resource persons from various walks of life highlighted many of

the awareness activities. A brief list of resource persons would include: policeman, forester, dietitian, civil defense worker, health nurse, florist, and music director.

Other activities which have been effective throughout the year include: 1) bulletin boards; 2) displays; 3) mock situations; 4) role playing; 5) writing stories, poems, and letters; and 6) classroom demonstrations.

Field trips were used as a means for increasing students' awareness of the world of work and to reinforce learning habits. A sample of types of field trips taken by elementary students are: 1) the offices of city, county, and state government; 2) an animal clinic; 3) a cattle sale at the stockyards; 4) a beverage bottling company; 5) a cotton gin; 6) a local radio station; and 7) a pastry shop.

The elementary coordinator has worked continuously with teachers in individual and group planning sessions. Services provided to the teachers were: locating and delivering career related materials; helping in planning career related activities; arranging for field trips and resource persons; and providing additional career activities and resources in the courses of study.

Career Exploration. Activities which brought together students, teachers, and community leaders climaxed the year's work in the project's exploration stage. These activities included recognition by the local Chamber of Commerce and the newspaper in support of career education; the highly successful outcome of the poster contest sponsored by the Business and Professional Women's Club; several major field trips providing both "hands-on" and "on-sight" experiences for students; and utilization of additional resource persons within the classroom.

A concentrated effort was directed toward curriculum development. For example, a copy of the specific behavioral objectives from the course of study for grades seven - nine, Unit II, with career related activities listed to meet some or all of these objectives was prepared by the coordinator and distributed among all English teachers. Other courses of study were also coordinated with career related activities.

In addition to work accomplished on curriculum development to assure a continuing emphasis on career education, numerous projects and activities were developed in cooperation with teachers to meet the immediate needs of their students in career exploration. This was accomplished primarily by means of the field trips, resource speakers, and specially selected materials including tapes, films, and filmstrips. Trips highlighting the year include a trip to Vicksburg to visit the National Military Park, the Waterways Experiment Station and the U. S. Corps of Engineers; tours of local industries; the City Hall; the Police Department; and the local radio station. Such people as a retired army colonel, the city mayor, a church youth director and minister of music, the country "Farmer of the Year," a salesclerk in a gift shop, and a homemaker who explained the most efficient use of modern equipment in the kitchen were among the impressive list of resource persons.

The exploration coordinator primarily was responsible for "Keys to Careers." This was a weekly column appearing in the local newspaper. "Keys to Careers" presented information on a different career choice each week. Included in the column were educational requirements, finding a job, getting started, and future outlook. Students designed appropriate headings and the coordinator furnished information.

One special project developed from an eighth grade social studies American History class. The students worked individually on a contract and executed them with the advice and help of the teachers. Some creative activities of the students were: 1) Job cluster symbols were created and displayed; 2) Local citizens were interviewed as appropriate; 3) Original radio and television programs were enacted; one was "Careers Calling;" and 4) A local quilt was made involving different groups of workers (students).

Career Preparation: The preparation coordinator worked cooperatively with the classroom teachers and the administrative staff. Teachers were encouraged to utilize the various activities that compliment the career education concept. The preparation phase of the program utilized field trips, resource people, 16mm films and video-tape equipment, and other career-related activities. Also, career education activities have been inserted and added to courses of study.

Representatives from the state's colleges, universities and junior colleges have been to talk with students, as have representatives of the armed forces.

High school students took numerous and varied field trips. Among these were: machine shop of the local armory, garment factories, various laboratories and schools of Mississippi State University, Louisville Manpower Training School, and Taylor Machine Works. Students observed first-hand work procedures and job functions from all field trips.

The journalism staff of Nanih Waiya High School conducted a follow-up study of last year's seniors. This article, printed in the school newspaper, briefly told what each graduate was doing at the present time. Activities such as this one serve to remind students of the necessity to set goals for their lives and to work toward accomplishing them.

Activities which characterized the preparation phase would list the following: student writings, performing plays, student projects, research papers, debates, and video-tapings of interviews. Many excellent 16mm films were frequently utilized by teachers. Students and teachers responded very favorably to the films.

2. McComb Municipal Separate School District.

The career staff of the McComb Municipal Separate School District reported numerous examples of career activities which took place throughout the 1974-75 school year.

The project staff assisted teachers through sample classroom demonstrations, information concerning utilization of resource persons, and additional classroom materials. Regular in-service meetings were held with the various faculties.

An expansion of the Resource Persons Program aided teachers in providing a broader frame of reference for the occupations and careers in the career-centered program. From teachers' contributions and Chamber of Commerce staff's assistance, many more persons and career fields were added to the resource list. Through the news media and various speaking engagements with civic organizations, public knowledge about the project and confidence in the staff and classroom involvement have increased.

Career Awareness. The awareness coordinator arranged field trips to the local fire station, police stations, public library, a modern dairy, and a local oil company. The trips were made as follow-up activities to a planned career-centered lesson. The coordinator worked closely with teachers in providing them with materials to strengthen career concepts. Additional resource persons were used to add emphasis to the career-centered curriculum including a post office employee, a nurse's aide, a doll maker, a music teacher, two taxidermists, a policeman, a fireman, a principal, the school health nurse, a personnel manager, and a radio announcer. The resource speakers were encouraged to use audio-visual aids while giving their presentations. During PTA programs, teachers from each grade level appeared and discussed career education activities taking place within their classrooms. Teachers invited parents to visit classrooms in an effort to increase public awareness of the career program. Teachers also requested that parents serve as resource persons. Conferences and in-service meetings were held during each month of the quarter. These meetings gave teachers a chance to discuss their successes and problems with the awareness coordinator. An effort was made to increase the use of educational media in presenting career concepts. The use of educational television and audio-visual equipment was increased. Children with learning disabilities were considered when planning classroom activities involving career-centered materials. Data sheets for recording curriculum information were presented by the coordinator in faculty meetings.

Some other activities throughout the year were: 1) Fusion of career information through the use of textbooks; 2) Use of the teletrainer provided by the telephone company; 3) A two-week period used by the music teacher and coordinator commemorating the bicentennial during which time careers in the music field were emphasized; and 4) A team approach to project "Careers in Our Community" which consisted of students using various materials to reconstruct business areas in McComb. This project led to other activities in the elementary school.

Career Exploration. Students benefited from outside interview activities with persons involved in different occupations within the community. Many students used their own tape recorders in conducting their interviews. As students studied career clusters they were required to maintain a

notebook reflecting information which they obtained during a particular interview. This information is helpful not only to the student but to other students interested in the same career cluster. The exploration coordinator encouraged the use of various reference materials in coordinating the infusion of career activities within the established courses of study. The coordinator provided teachers with much assistance in preparing career related materials. The guidance staff at the exploration level increased its efforts in helping students to identify tentative career choices and encouraging additional exploration. The coordinator organized a field trip schedule and field trips were made to various locations including a local newspaper, a local bank, the hospital, and a local garmet factory. Students took notes and conducted planned interviews with employees of the various locations visited. Teachers from each academic area gave discussions during school PTA meetings about career-centered activities within their classrooms. At these meetings the coordinators gave an overview of the career project. Parents were encouraged to observe career activities in the classroom with prearranged visits.

A creative poem contest was held during the month of April. There was a winner from each class with McDonald's being the sponsor for the prizes.

During the month of May a show of career projects and colorful bulletin boards was displayed. All items were to be made by students with the teachers' assistance. Two judges for each school were used to evaluate projects. Each team was made up of an administrator or counselor and a local businessman. A teacher from each school with the best project was allowed to have a free day to visit the other schools that participated along with having a free lunch at the Holiday Inn.

The career display of projects stemmed from various sources; school subjects, appropriate work attire for different jobs, special work equipment, and attitudes and values. One colorful diagram emphasized the need to get from welfare to workfare, while another showed interests leading to hobbies resulting in careers.

Career Preparation. The preparation coordinator has provided assistance to high school teachers in planning classroom activities that infuse career concepts into the existing curriculum. The coordinator met with department chairpersons and secondary classroom supervisors to insure that established courses of study were not altered while infusing career-centered materials and activities.

Many discoveries were made by students when taken to the work scenes or to use their expression "where the action is." These discoveries were:

1. The specific skills that should be perfected to be considered for employment upon completing the course.
2. The need of attending a Junior College for the purpose of assuring the perfection of the skills so that they can compete for the jobs.

3. The variance of a day's work as required by different employers.
4. General attitudes that must be acquired and developed if they are to be desired and successful workers.
5. The need for effective communications.

A career center for teachers was set up to provide a continuous flow of materials. A separate career area was also provided for students that would enhance their interests and understanding concerning their future aspirations. Since its establishment, there has been a continuous flow of students using the area and questions concerning the world of work directed to the coordinator and to teachers.

The coordinator also provided a placement service; arranged for field trips and resource persons; worked with counselors; worked with students individually and collectively; and continuously supplied teachers with helpful career information.

3. Winona Municipal Separate School District.

A review of the major activities of the career project in the Winona Municipal Separate School District revealed that many different types of career activities had taken place throughout the school year. Special attention was given to increase in teacher involvement, a system of continuous in-service, and to increase greater interest and enthusiasm for career education among teachers and students.

Teachers were given a self-study "mini-unit" developed by the career staff to meet the needs of local teachers. Exercises were provided which enabled teachers to become more familiar with available materials and to give teachers further practice in planning career and value related learning experiences for students. The "mini-units" were in addition to already scheduled in-service sessions with teachers. Each teacher in the school system signed up for a minimum of two planning sessions during each six weeks period. During these sessions, the teachers worked with the career coordinator in developing and planning career-learning experiences for the classroom and in scheduling field trips and resource speakers. Teachers also signed up for a minimum of two classroom dates on which teachers involved the students in career-related experiences. This system proved extremely effective in involving all teachers in integrating the career education concept into the classroom and in teacher understanding of the process.

To increase greater interest and enthusiasm for career education among teachers and students, one major activity was contests. Separate contests were held on the junior high and high school level. Contest ideas included a career "clues" contest in which students were invited to try to guess the name of an occupation from clues posted weekly at a central location, an attitudinal essay contest in which students volunteered to write essays concerning a predetermined statement of attitudes or values, and a self-improvement contest in the areas of attitudes, behavior, and manners. One contest was held each month during the school year, and the contest winners received a day off from school at the end of the year for a planned, out-of-town field trip.

The career staff organized a "career education activity of the month" contest for teachers. Lesson plans describing career-related learning activities were requested from all teachers to be used in the development of a career education curriculum guide. The lesson guides which were turned in by the teachers each week were judged for creativity and relevance, and a poster indicating the career lesson of the month was placed outside the door of the winning teacher. These activities proved very successful.

Career Awareness. The elementary coordinator worked with teachers in planning sessions, provided material for teachers, and when requested, worked with teachers and students in the classroom in team-teaching situations. Classroom learning experiences included the use of such things as filmstrips, games, puzzles, books, and role playing exercises. Examples of activities included the following: A fourth-grade math class used a "count your change" game and set up a simulated grocery store; a first-grade class put together simple puzzles picturing various familiar occupations, then each student acted out the occupation on the puzzle that he or she had constructed; a fifth-grade reading class read books and listened to cassettes on various occupations; a third-grade science class viewed a filmstrip on weather forecasters and then constructed a weather map; a sixth-grade social studies class viewed a filmstrip on following rules and then had a class discussion on the importance of rules; and a fifth-grade science class made posters concerning things that are important to them in life.

Other awareness learning experiences included: A fourth-grade class studied a newspaper format and printed their own paper; a first-grade class used hand puppets to set out roles of family members; after a filmstrip/cassette presentation entitled "That's Not Fair!", a fifth-grade class participated in both small-group and class discussions on the importance of being fair; a third-grade class made cartoon-style posters depicting their father's occupations; and a fourth-grade class saw a filmstrip on weather and climate and recorded the daily temperatures for the month on a large graph.

Career Exploration. Classroom learning experiences included the use of material such as staff-developed decision-making activities, books, kits, sound filmstrips, and material for hands-on experiences. Career information, attitude and value formation, and self-appraisal were infused into the classroom as a part of the regular subject matter. Examples of classroom activities included the following: A legal secretary was the guest speaker for the eighth-grade English class. She explained her educational background, duties in the office, personality traits desirable for a person in this work and the usage of English composition, grammar and spelling in her work. Ninth-grade English classes participated in a teacher-developed unit in which they role played various career situations in which following directions is essential. An eithth-grade social studies class viewed a filmstrip on interpersonal relationships while studying ethnic groups and had a class discussion on getting along with other people. While studying drawing and reading

graphs, the seventh-grade math class conducted occupational surveys and graphed the results. Another seventh-grade class in social studies took field trips to the local state nursery where students followed the different phases of seed processing. The trip highlighted the study of a unit on forestry and conservation. "Buying wisely" was the filmstrip used by an eighth-grade math class. This was followed up by an assignment of comparison shopping in a local grocery store.

In addition to the classroom infusion activities and projects, the junior high coordinator presented a mini-unit to all eighth-grade students in conjunction with industrial arts and home economics. The unit dealt with student interests and values in relation to the world of work. Students explored specific occupations related to scores on the Kuder E Interest Inventory. An evaluation instrument was given to students to determine their reactions to the unit, and approximately 85% of the students indicated that the unit was meaningful. In addition to infusion activities, the exploration coordinator worked in individual and group guidance sessions. The sessions concerned subjects such as personal and career decision making, value clarification, and attitudinal and behavior problems. Special individual and group activities were conducted by using commercially-prepared and staff-developed student worksheets and instructional devices.

Career Preparation: The senior high career worker met with teachers in scheduled planning sessions to arrange for infusion activities. During the planning sessions, field trips and resource speakers were scheduled and filmstrips were selected which would coincide with regular lessons being taught. The career coordinator worked with teachers to select and/or develop student worksheets and activities to be used in infusing the career concept. The following activities are samples of career learning experiences which took place at the high school level. A biology class, while studying invertebrates and fish, played a game called "Career-Bio Jeopardy" in which students attempted to match academic concepts to various occupations that require knowledge of the concepts. A speech class viewed and discussed a filmstrip series entitled "On the Job Communications." Advanced math students worked on plans to rennovate the existing school plant. Typing classes studied various filing techniques and set up files similar to those used in local offices. Field trips were taken by various classes to a local junior college, a funeral home, and several local industries. First-year typing students were visited by a personnel secretary employed in a local plant who discussed typing skills and her job with the students. An eleventh-grade English class viewed a filmstrip on developing values and composed essays on personal values. The students then presented panel discussions on the way our values influence our lives. A high school science class did research on the nature of various health careers, visited the local hospital, and participated in various activities which required a basic understanding of academic concepts which related directly to health careers.

Other methods of infusion of career concepts into the curriculum in the

classroom were: Filmstrips, printed material, student think tasks and discussion, resource speakers, field trips, and role playing exercises.

In addition to working toward integrating career education into the classroom, the high school career coordinator was involved in individual career and personal guidance. A career center pass was made available to students in study halls to allow students to visit the career center for occupational research and for individual guidance. The high school coordinator was also involved in teaching an optional course to interested students in the twelfth grade. The course was for one semester and included information which aids students in making a career choice and emphasizes skills and attitudes which prepare the student for a successful adult life.

A work observation and experience program was made available to all senior students. The high school career worker coordinated the program in which seniors were allowed to make requests to be placed on jobs of special interest in the community. For one week, students were allowed to visit their job site in their off period during the school day. Seventy-one percent of the entire senior class requested placement, and all students who volunteered for the program were placed at job sites compatible with their interests. A sample of job sites at which students were placed included the hospital, local industries, a social work agency, law and accounting offices, and private medical offices including physicians, dentists, and optometrists. Employers were asked to evaluate student attitude and performance on predesigned evaluation forms, and students completed evaluation forms concerning the value of the program. Response from all those involved was extremely positive, and student response indicated that the program was a definite asset in giving students first-hand knowledge of occupations of special interest and in making tentative career decisions more realistic. Community interest and involvement in the program was outstanding, and plans are now being made to expand the program.

In addition to infusing career education into the classroom, the career workers at the junior high and high school level have set up a system in which students can come individually or in small groups to the career center. Students may research occupational information on their own or seek career or personal guidance from the career workers. Filmstrip previewers are available in each career center and printed material is available to students. During the quarter, a large number of students visited the career center to find information for class assignments, to find out more about career opportunities, and to discuss personal problems.

Significant Findings.

1. Louisville Municipal Separate School District.
The project staff have actively involved the community businesses and industries. Through resource speakers, field trips, and participation of various civic groups, the community has greatly enhanced the project, bringing a closer relationship between school and community.

Teachers within the system have demonstrated a very cooperative spirit and willingness to work with coordinators. They have provided meaningful career-related learning experiences for students in all grades. They have successfully infused the career education concept into the curriculum.

Comments such as the following, were made by various people.

Teacher: "I plan to make career education part of my regular class work next year. It is such a wonderful way to motivate students."

Businessman: "It's the best new program in the schools in a long time."

Student: "History is fun with career education in it."

2. McComb Municipal Separate School District.
The regular conference meetings between coordinators and the instructional staff have created greater understanding of the aims and ideas basic to a good career education program. Teachers have found that career related activities have significantly increased motivation in many students.

A significant event has been a change in personnel which has led to a more unified staff and a more concerted effort which gained much positive response from the faculties.

Teachers and students have been much more career conscious than previously. Teachers have provided many career-related experiences inside and outside the classroom. Students have voluntarily reported events and terms relevant to the career concept. Some teachers have purchased commercial career education materials to be used with their classes.

3. Winona Municipal Separate School District.
This year the frequency of use of career education materials has been high as has the percentage of teachers involved in integrating the career education concept in the classroom. In-service training sessions have not only created more teacher involvement but have also given teachers a greater insight into the career concept and the methods and techniques that could be used in the classroom rather than the traditional lecture type of in-service training.

A significant development occurred in the course selection of students for the 1975-76 school year. There was a significant increase in the percentage of high school students signing up for vocational courses and higher-level mathmatics courses. Comments were made by several faculty members and the school counselor that these increases could be a direct result of the career concept and that students seem to be seeing a more realistic relationship between their high school courses and their future careers. Possible inferences that can be made from these trends are: that the stigma that vocational education and manual work are for poor or lower class students is weakening; that a more

realistic and future-oriented approach is being taken in high school course selection; and that students are seeing limitations in career selection placed on them by taking the "easy way out" in high school course selection.

The previously described work observation and experience program for high school students was a valuable learning experience for the students involved. Actual work experience was obtained by many students who had never worked before, and information was obtained to enhance career-decision making. Another benefit from the program was the outstanding community involvement. A total of thirty-one separate employment sites were used. Each employer and/or worker involved in supervising students was visited by a member of the local career staff, and the career education concept, as well as the work program, was described and discussed. All workers contacted, expressed a favorable attitude toward the career concept and the program.

Dissemination Activities.

1. Louisville Municipal Separate School District.

Throughout the year, the career education project has received much support and publicity from the local newspaper and radio station. Also, the project staff has had several opportunities to speak to local civic organizations who have shown interest in the career concept. The column "Keys to Careers" appeared in each issue of the Louisville High School paper. The Business and Professional Women's Club sponsored a career education poster contest which was an overwhelming success. The community has been quite responsive toward the career education project.

The career education concept was presented to the students by means of films, resource persons, field trips, role-playing, student research, student projects, and classroom activities infused into the curriculum. In-service meetings and individual meetings with teachers were continuous. Parents were informed through public mass media, hand-outs, letters and brochures, and PTA meetings.

2. McComb Municipal Separate School District.

The local newspaper, The Enterprise Journal, was very supportive of the career project. Among the published articles and stories were: An indepth special edition on employment in Pike and neighboring counties; winners of local schools' essay contests; and classroom activities. Project staff members have met with key community leaders such as the mayor, the executive director of the Chamber of Commerce, PTA groups, and civic organizations. News releases were mailed to local radio stations, and the director has appeared on local radio programs. The coordinators made many personal contacts with business and industry leaders throughout the city and county. All coordinators submitted pictures of career activities, newspaper articles and handouts for a scrapbook of career-related information and activities for the year.

3. Winona Municipal Separate School District.

Newspaper articles were submitted to the local newspaper describing career education activities. Items were also placed in the school newspaper concerning the career concept in the school. Personal contacts were made by career workers to local business and industry leaders during which community involvement in career education was discussed. An article was submitted for publication in the Mississippi Education Association's Journal, "Advance." The article described the structure and methods used in the Winona School System to infuse the career education concept. Information was also given concerning the role and responsibilities of coordinators, and specific programs and activities taking place in the school system were described.

Several presentations were made to civic clubs in the area for the purpose of explaining the career education concept and requesting participation of local employers and workers in bringing meaningful information to the students. A letter was sent to all local employers explaining the career concept and asking whether each would be available as a resource person or for possible field trips. A resource guide for teachers indicating all available field trips and resource speakers was planned.

V. THIRD-PARTY EVALUATION

Fiscal Year 1975

FINAL EVALUATION REPORT

A RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

A Research Project in Vocational-Technical Education
Conducted Under
Part C of Public Law 90-576

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Mississippi State, Mississippi 39762

July 1975

INTRODUCTORY SECTION

A. THE LOCALE

1. Geographical Description. The cities of Louisville and Winona, Mississippi are located in the northern section of the state while McComb, Mississippi is located in the southwestern area of the state. (Figure Ie.)

   a. The city of Louisville is located approximately 90 miles northeast of Jackson, Mississippi and approximately 150 miles southeast of Memphis, Tennessee. Louisville is the trade area and county seat for Winston County. The county consists of 606 square miles of the Sand-Clay Hills area of East-Central Mississippi. Winston County is bordered on the north by Choctaw and Oktibbeha Counties, on the east by Noxubee County, to the south by Neshoba and Kemper Counties and on the west by Attala County. (See Figure IIe.)

   b. The city of McComb is located approximately 85 miles south of Jackson, Mississippi and 90 miles north of New Orleans, Louisiana. McComb is the county seat and trade area for Pike County. Pike County consists of 409 square miles of land area in the Piney Woods soil area of Southwest Mississippi and is bordered on the south by the state of Louisiana. (See Figure IIIe.)

   c. The city of Winona is located approximately 110 miles due south of Memphis, Tennessee on U.S. Highway 55. Winona is the county seat and trade area for Montgomery County and consists of 403 square miles of land area in the Brown Loam soil area of North-Central Mississippi. Montgomery County is bordered on the north by Grenada County, on the east by Webster and Choctaw Counties, on the south by Attala County, and on the west by Carroll County. (See Figure IVe.)

2. Density and Population Trends. The three projects described herein are composed of three Municipal Separate School Districts. All three of the districts are basically rural areas with the 1970 population reported to be 31,756 for Pike County, 18,406 for Winston County, and 12,918 for Montgomery County. Population density per square mile for each county is 77.6, 30.4, and 321.1 persons, respectively.

   a. The city of Louisville reported a population of 6,626 persons in 1970 as compared to 5,066 persons in 1960. This growth of 1,560 persons indicated a 30.79 percent increase in population within the city during the last ten years. The overall population change from 1960 till 1970 for the county indicated a loss of 840 persons or 4.36 percent of the rural population.

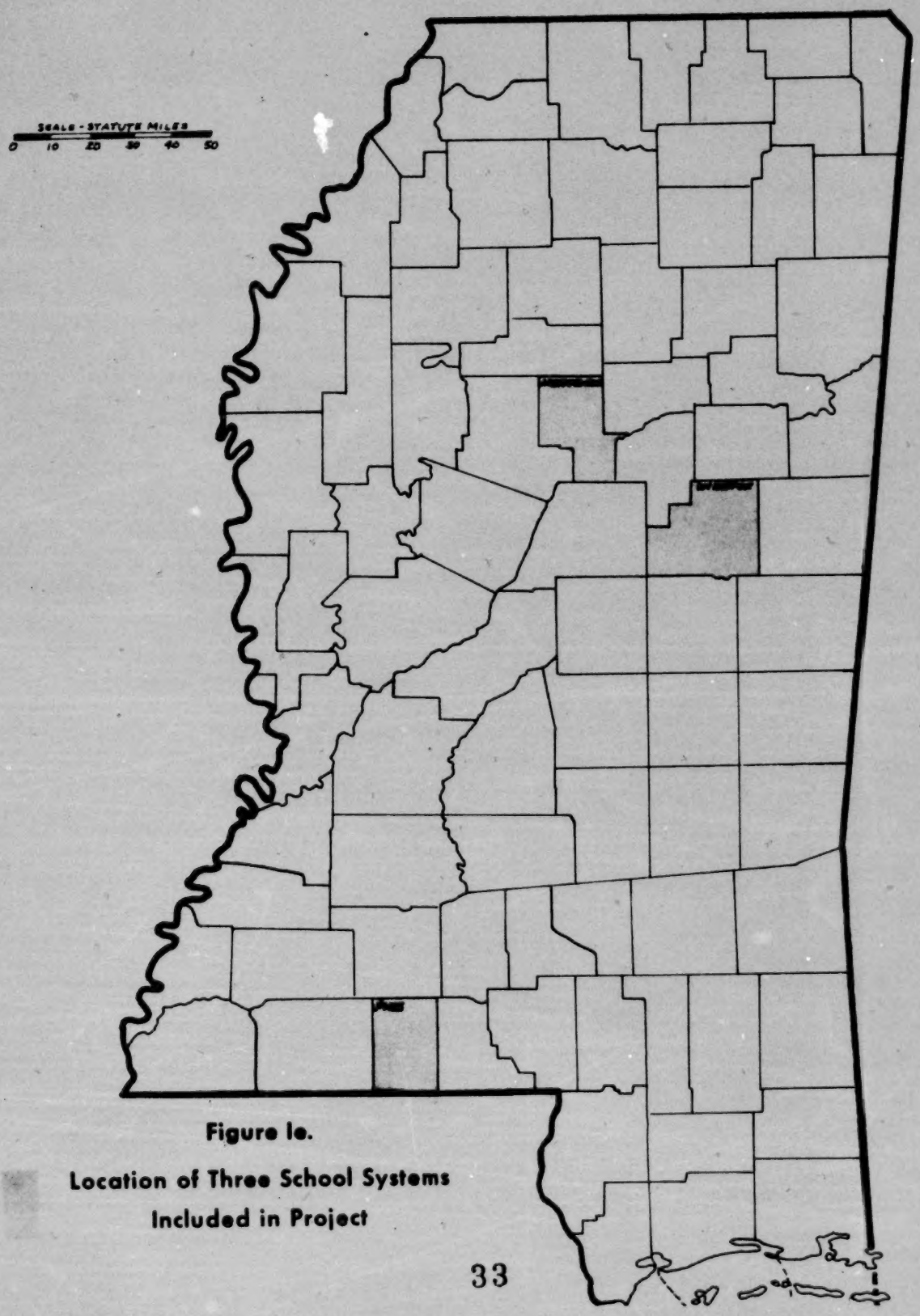


Figure Ie.

Location of Three School Systems Included in Project

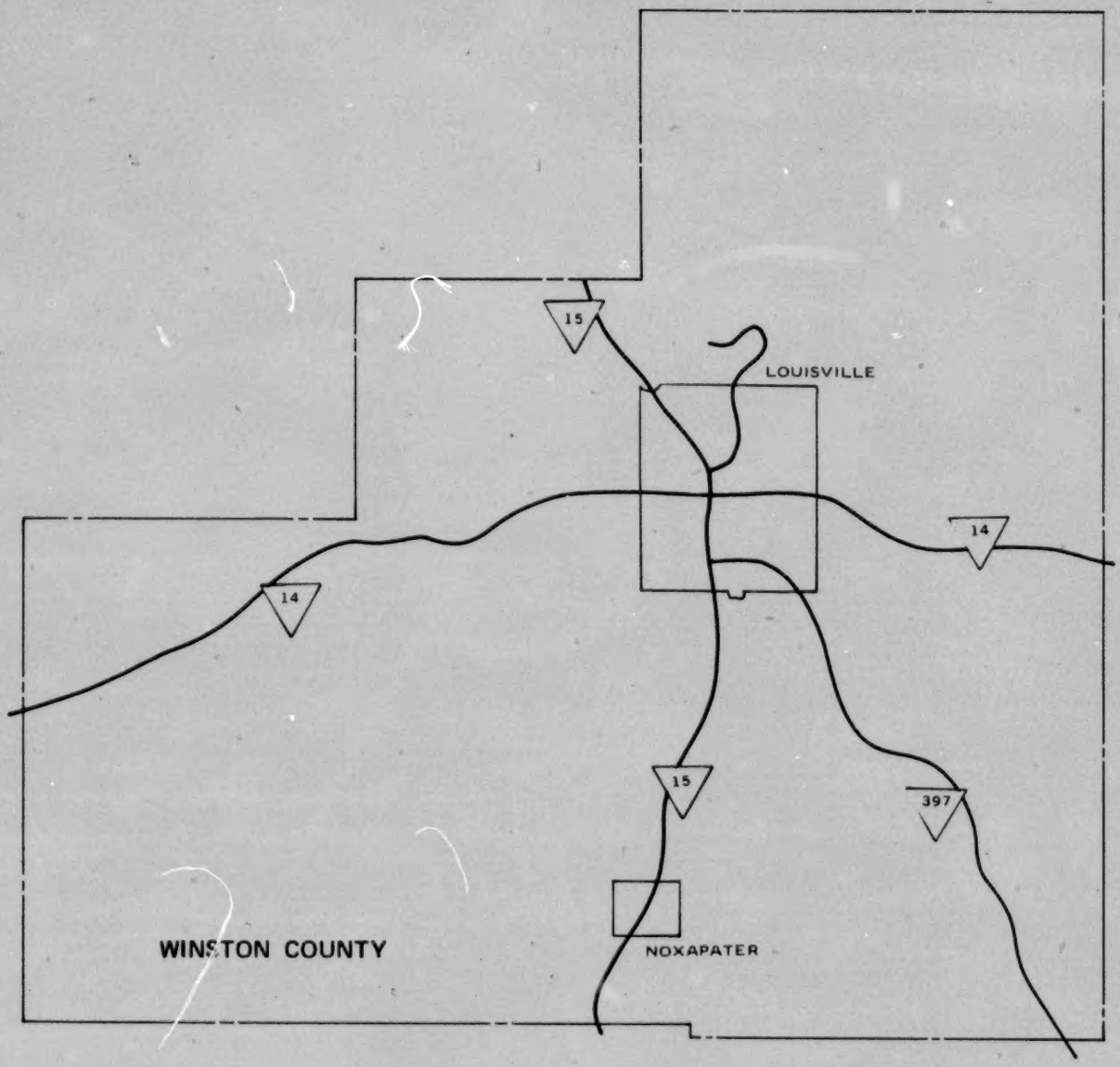


Figure IIe.

Map of Louisville and Winston County

MAP OF MCCOMB

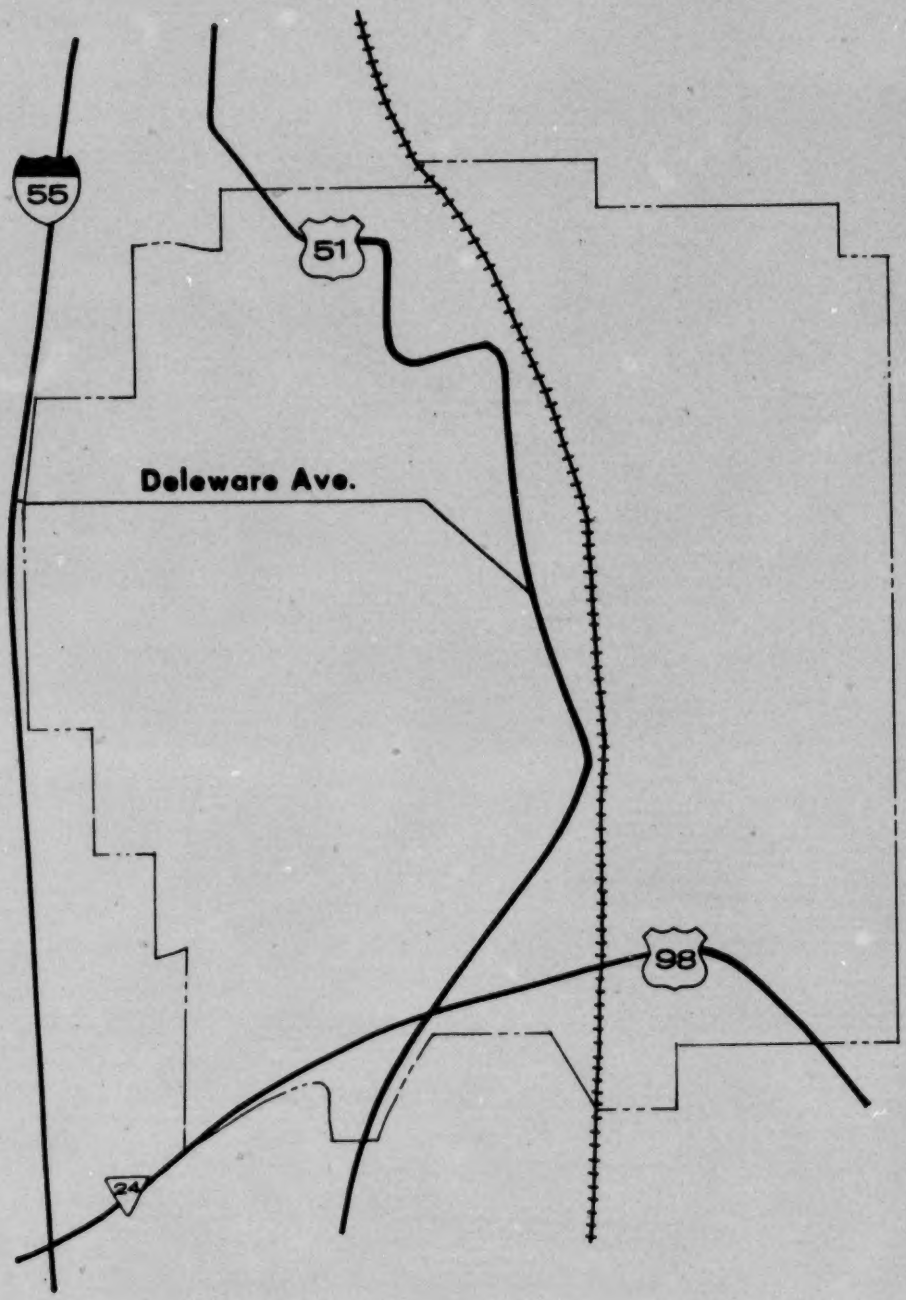


Figure IIIe.

Map of McComb

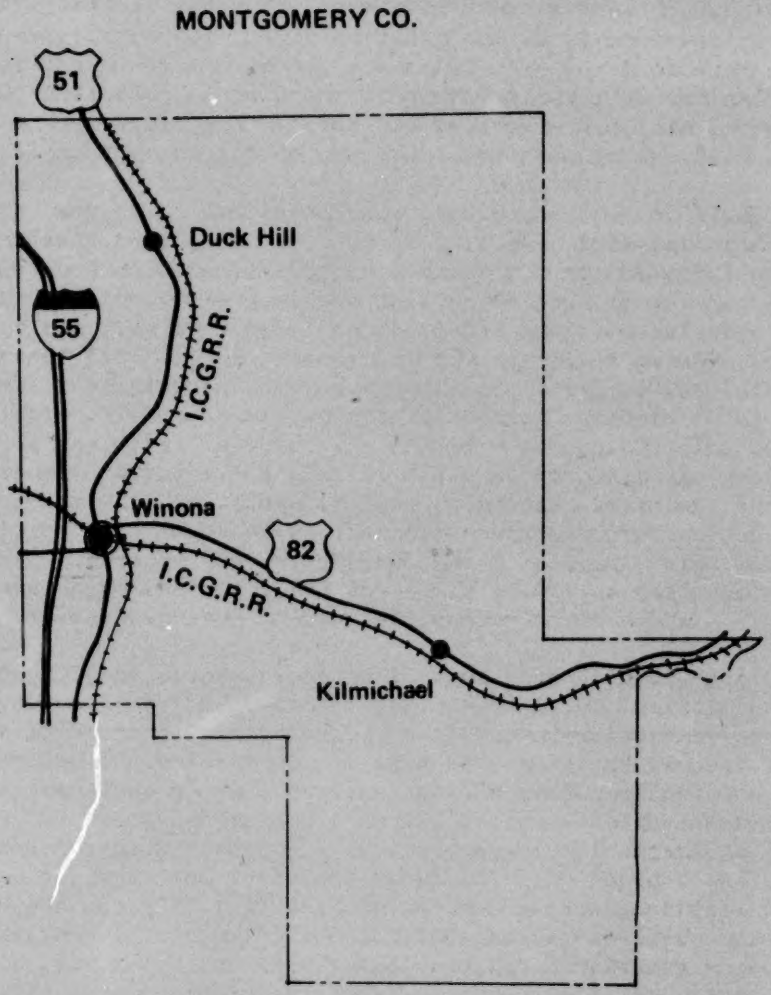


Figure IVe.

Map of Winona

A close analysis of the population data revealed that: a 14% loss was reported for the 0-19 age group; a .01% loss was reported for the 20-39 age group; a 5% loss was reported for the 40-59 age group; and a 24% gain was indicated for the 60+ age group. Population projections for 1980 indicated that the Lousiville and Winston County area would lose approximately 3.5% of the population which was reported in the 1970 census.

b. The city of McComb reported a 1960 population of 12,020 as compared to a 1970 population of 11,969. This difference represented an overall 10-year loss of .4% of the total population of the city. Only a slight decline in population was noted for the city of McComb; however, the county population decreased from 35,063 persons in 1960 to 31,756 persons in 1970. This represents a loss of approximately 14% of the rural population. The most migratory prone group appeared to be the 0-19 age group in which a 17% loss was reported. The 20-39 age group reported a 10% loss of persons. The only age group in which a gain in population was indicated was in the 60+ age group which reported a 2% gain. Population projections for 1980 indicated that the McComb and Pike County area would lose approximately 3,400 people or 10.57% of the population which was reported in the 1970 census.

c. The city of Winona reported a population of 4,282 persons in 1960 as compared to 5,521 persons in 1970. This difference of 1,239 persons represented a 28.9 percent gain in population for the 10-year period. Montgomery County experienced a population loss of 18.2 percent, as the number of persons residing in the county decreased from 9,038 to 5,521. The most migratory prone group was the 0-19 age groups which indicated a loss of 9.0 percent. The 20-39 age group lost 1.0 percent and the 40-59 age group lost 17 percent. A 17.0 percent increase in population was noted for the 60+ age group. Population projections for 1980 indicated that the Winona and Montgomery County area would lose approximately 5.9% of the population reported in the 1970 census. This represents a loss of 76 people per year from 1971 through 1980.

3. Occupational Breakdown of Locale. The specific occupational categories for each of the three school districts is limited to current data received from the Mississippi Employment Security Commission. The Louisville Municipal Separate School District is served by the local employment office in Louisville, while the McComb Municipal Separate School District is served by the employment security office in McComb. The Winona Municipal Separate School District is served by the employment office in Grenada, Mississippi, which in turn is responsible for employment data, etc. in three other counties. Tables Ie through IIIe depict employment by occupational categories and trend changes.

Louisville (Winston County)

Table Ie Area Employment by Occupational Categorizations During Exemplary Program Operation

Occupational Category	Employment December 1972	Employment December 1973	Employment December 1974
Manufacturing			
Food and Kindred	X	X	X
Apparel	X	X	X
Lumber and Wood	X	X	X
Printing and Publishing	X	X	X
Chemicals and Allied	X	X	X
Stone, Clay, and Glass	X	X	X
Metals	X	X	X
All Other Manufacturing	X	X	X
Manufacturing Total	2,620	2,840	2,980
Nonmanufacturing			
Construction	380	460	500
Transportation and Public Utilities	230	210	240
Wholesale and Retail Trade	650	730	720
Finance, Insurance and Real Estate	90	100	110
Service and Miscellaneous	370	440	440
Government (All categories)	1,120	1,180	1,160
Nonmanufacturing Total	2,840	3,120	3,170
Agricultural Production and Related	1,320	1,370	1,480
Employment - Grand Total	6,780	7,330	7,630

McComb (Pike County)

Table IIe Area Employment by Occupational Categorizations During Exemplary Program Operation

Occupational Category	Employment December 1972	Employment December 1973	Employment December 1974
Manufacturing			
Food and Kindred	X	X	X
Apparel	X	X	X
Lumber and Wood	X	X	X
Printing and Publishing	X	X	X
Chemicals and Allied	X	X	X
Stone, Clay, and Glass	X	X	X
Metals	X	X	X
All Other Manufacturing	X	X	X
Manufacturing Total	3,230	3,310	3,400
Nonmanufacturing			
Construction	340	320	320
Transportation and Public Utilities	1,090	1,070	1,100
Wholesale and Retail Trade	2,260	2,310	2,450
Finance, Insurance and Real Estate	270	260	270
Service & Misc.	1,180	1,090	1,190
Government (All categories)	1,640	1,890	1,820
Nonmanufacturing Total	6,780	6,940	7,150
Agricultural Production and Related	1,160	1,160	1,240
Employment - Grand Total	11,170	11,410	11,790

Winona (Montgomery County)

Table IIIe Area Employment by Occupational Categorizations During Exemplary Program Operation

Occupational Category	Employment December 1972	Employment December 1973	Employment December 1974
Manufacturing			
Food and Kindred	X	X	X
Apparel	X	X	X
Lumber and Wood	X	X	X
Printing and Publishing	X	X	X
Chemicals and Allied	X	X	X
Stone, Clay, and Glass	X	X	X
Metals	X	X	X
All Other Manufacturing	X	X	X
Manufacturing Total	1,230	1,240	1,140
Nonmanufacturing			
Construction	90	120	70
Transportation and Public Utilities	80	80	80
Wholesale and Retail Trade	490	490	470
Finance, Insurance and Real Estate	60	60	60
Service & Miscellaneous	430	430	400
Government (All Categories)	1,020	1,010	920
Nonmanufacturing Total	2,170	2,190	2,000
Agricultural Production and Related	1,040	960	910
Employment - Grand Total	4,440	4,390	4,050

4. Unemployment Rate and Trend. The total labor force in the three school districts was 25,100 as of June 30, 1975. The 1975 labor force figure represents a reduction of approximately 1,100 workers from that which was reported in January, 1974. The unemployment rate for the three school districts was 12.63% in June, 1975 as compared to 4.2% in March, 1974.

5. Income of Residents. Data from the 1970 Bureau of Census indicated that the average yearly income for families in the three school districts ranged from a low of $5,798 to slightly over $6,600. The per capita income for the three school districts ranged from $1,500 to $1,800. Manufacturing jobs accounted for approximately 25 percent of all payrolls while non-manufacturing and agriculture accounted for 60 percent and 12 percent, respectively.

6. Individuals Receiving Welfare Assistance. The Mississippi State Department of Public Welfare reported a total of 9,462 individuals receiving financial assistance in the three school districts in 1974. The categories of assistance included Old Age Assistance, Aid to the Blind, Aid to the Disabled and Partly Handicapped and Aid to Dependent Children. The categories did not include those families receiving welfare assistance checks or food stamps. The number of persons and/or families receiving assistance in each category is shown in Table IVe.

B. THE SCHOOL SYSTEM

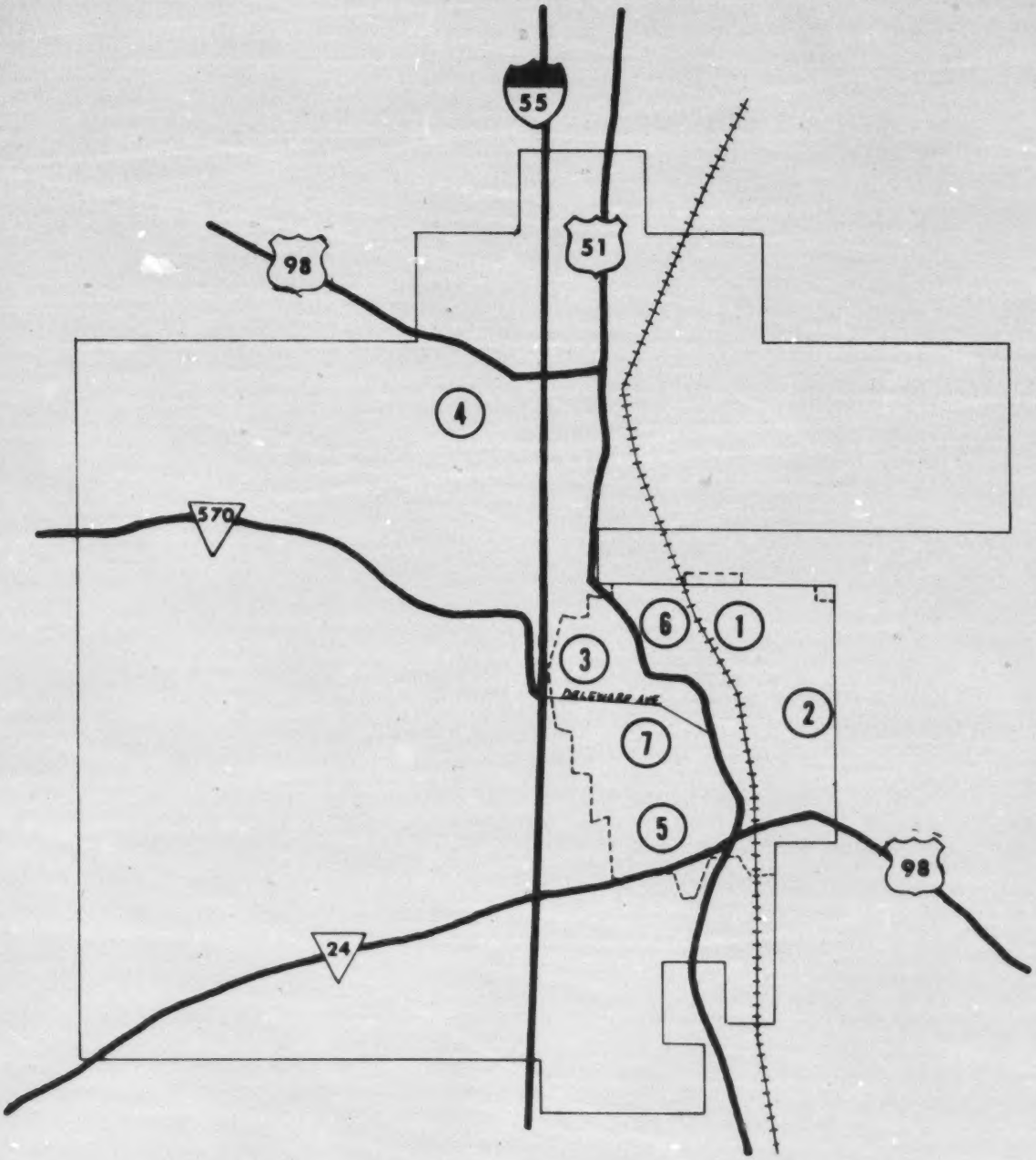
1. Facilities Description.

a. The Louisville Municipal Separate School District has five separate physical plants. (See Figure Ve.) Three of the plants are located in the city of Louisville and two plants are located in rural areas of Winston County. Louisville Elementary School serves grades 1-5 in the city while Louisville Junior High School and Louisville High School serves grades 6-9 and 10-12, respectively. The two rural schools, namely Nanih Waiya and Noxapater, are attendance centers which house grades 1-12. The school plants are all in an excellent state of repair and a modern vocational complex serves all students in grades 10-12.

b. The McComb Municipal Separate School District has nine separate physical plants which consist of five elementary schools, one middle school, one junior high school, one high school and a vocational complex. (See Figure VIe.) Listed below is the name of each school building in the McComb School System and a brief description of each building.

(1) Hughes Elementary School is a one-story masonry and brick u-shaped building which was recently remodeled. Walls are

MCCOMB SEPARATE SCHOOL DISTRICT



1. Hughes Elementary
2. Kennedy Elementary
3. Otken Elementary
4. Summit Elementary
5. Universal Elementary
6. Higgins Middle
7. McComb High

Figure VIe.

Map of McComb School Locations

plaster, floors are tile, and the building has modern fixtures throughout.

(2) Okten Elementary is closed due to damages caused by the January 10, 1975 tornado. Second graders at Otken are temporarily attending school in the Netterville building. The building is rather antique with eight medium-sized classrooms. To accomodate all of the students, the auditorium was transformed into separate rooms. It contains a small dining area, teachers' lounge and an office.

(3) The Kennedy Elementary School is a modern, one-story brick veneer building of concrete block construction. Classroom floors are tile, and outside covered walkways are constructed adjacent to each classroom.

(4) The Summit Elementary School is a modern, one-story brick veneer structure of concrete block and steel. The classroom floors are tile, and outside covered walkways are adjacent to the classrooms.

(5) The Universal Elementary School is a modern, one-story brick veneer and concrete block building. The walls are painted concrete block and the halls are on the inside of the building.

(6) The Higgins-Westbrook Middle School is a modern, one-story concrete block and brick veneer building consisting of three wings, all of which have interior hallways. All floors are tile with painted concrete walls.

(7) The Denman Junior High Building is a one-story, concrete block and brick veneer building. The building has two classroom wings and an office complex between the two wings. The building has painted block walls and tile floors.

(8) The Gibson Building of McComb High School is a two-story, masonry constructed building with a brick veneer finish. Walls are painted plaster and masonry and floors are tile.

(9) The Skill Center (Vo-Tech Complex) of McComb High School is a newly constructed concrete block and brick veneer building with both classroom and workship space for the on-going vocational and technical programs. Walls are painted block and floors are tile throughout.

C. The Winona Municipal Separate School District has 4 separate physical plants which consist of one elementary school building, one middle school, one high school and a modern vocational complex. (See Figure VIIe.) The elementary and high school buildings are approximately 40 years old; however, proper maintenance and periodic renovations have kept these two buildings in excellent shape. The structure which served as the Winona Middle School burned during the 1973-74 school year and is currently being replaced. In order to compensate for the loss of classroom space, grades 7 and 8 were housed in mobile classrooms, while grades 5, 6 and 9 were housed in portions of the building which were unaffected by the fire. Grades 10-12 are housed in an old, but servicable building which is adjacent to the Vocational-Technical Center. The Center, which is a 3-year old ultra-modern facility, is composed of a series of offices, classrooms, and shop areas. The course offerings include: Auto Mechanics, Building Trades, Business and Office Education, Distributive Education, Industrial Drafting, Industrial Electricity, Printing, Quantity Foods and Television Production.

2. Enrollments.

a. The Louisville Municipal Separate School District had a 1974-75 enrollment of 4,278 students in grades 1-12 as compared to 4,331 students in 1973-74. The decrease in enrollment was approximately one percent, thus, no significant change in enrollment occurred while the career program was operational.

b. The McComb Municipal Separate School District reported an elementary school enrollment of 1,677 students in 1974-75 as compared to 1,673 students in 1973-74. Enrollments at the junior high and high school levels were also stable as the 1973-74 junior high and high school enrollments of 1,586 compared favorably to the 1974-75 enrollments of 1,574 students.

c. A review of the Winona Municipal Separate School District's enrollment figures for 1973-74 revealed that a total of 1,405 were enrolled as compared to 1,396 students for 1974-75. This difference represented a decrease of less than one percent of the total student enrollment in 1974-75 as compared to 1973-74.

These data were obtained from the Mississippi State Department of Education-Division of Administration and Finance and were based on the enrollment data for the third month of each school year. Table Ve. is an illustration of enrollments and trends for each of the three school districts involved in the research project during 1974-75.

3. School System Faculty.

a. During the 1974-75 school session, a total of 217 professional level persons were employed by the Louisville Municipal

1. Winona High School
2. Winona Middle School
3. Winona Elementary

Figure VIIe.

Map of Winona School Locations

Table Ve.

Louisville Municipal Separate, McComb Municipal Separate, and Winona Municipal Separate School Systems Enrollments for 1973-74 and 1974-75.

Centers	Enrollment 1973-74	Enrollment 1974-75	Trends
Louisville Municipal Separate			
Elementary	2175	2156	
Junior High	1126	1093	
High School	1030	1029	
Total	4331	4278	-1.2%
McComb Municipal Separate			
Elementary	1673	1677	
Junior High	889	844	
High School	697	730	
Total	3259	3251	-0.3%
Winona Municipal Separate			
Elementary	758	729	
Junior High	369	391	
High School	278	276	
Total	1405	1396	-0.4%

Separate School District as teachers, counselors or administrators.

A review of various records by third-party evaluators revealed that approximately 69 percent of the teachers have Bachelor's Degrees and 27 percent have earned Master's Degrees. Four professional level staff members have received a Specialist's Degree and two have received Doctor's Degrees in education. All classroom teachers in the system hoid a valid teaching certificate for their field.

b. The McComb Municipal Separate School District reported a total of 193 professional staff members and 25 para-professional staff members employed during the 1974-75 school year. The list included 116 elementary teachers for grades 1-6 and a combined total of 53 junior and senior high teachers. In addition, the school system had employed or continued to employ 12 school counselors, 12 administrators and 25 teacher's aides. Approximately 65% of the teachers had Bachelor's Degrees, 29% had Master's Degree's and 6% had received either a Specialist's and/or Doctor's Degree. All teachers held a valid Mississippi Teachers License for their particular field.

c. The Winona Municipal Separate School District reported a total of 90 persons employed as teacher's aides, classroom teachers, counselors, and administrators. Of the teachers, 70 percent held Bachelor's Degrees, 29 percent held Master's Degrees, one person had received a Specialist's Degree and one person had received a Doctor's Degree. The school system had employed 20 teacher's aides who did not hold teaching certificates.

4. School System Administrative Structure.

a. The Louisville, McComb, and Winona Municipal Separate School Districts elect their school board members; however, the position of Superintendent of Schools in all three school systems is an appointative position. The specific administrative structure for the operation of each of the aforementioned school systems is illustrated in Figures VIIIe-Xe.

5. School System Curriculum.

a. The minimum requirements for graduation from Louisville High School are 16 major units of credit, which must be earned in the ninth, tenth, eleventh, and twelfth years of school. Specific requirements for graduation from high school include:

Figure VIIIe.
Louisville Municipal Separate School District
Administrative Structure

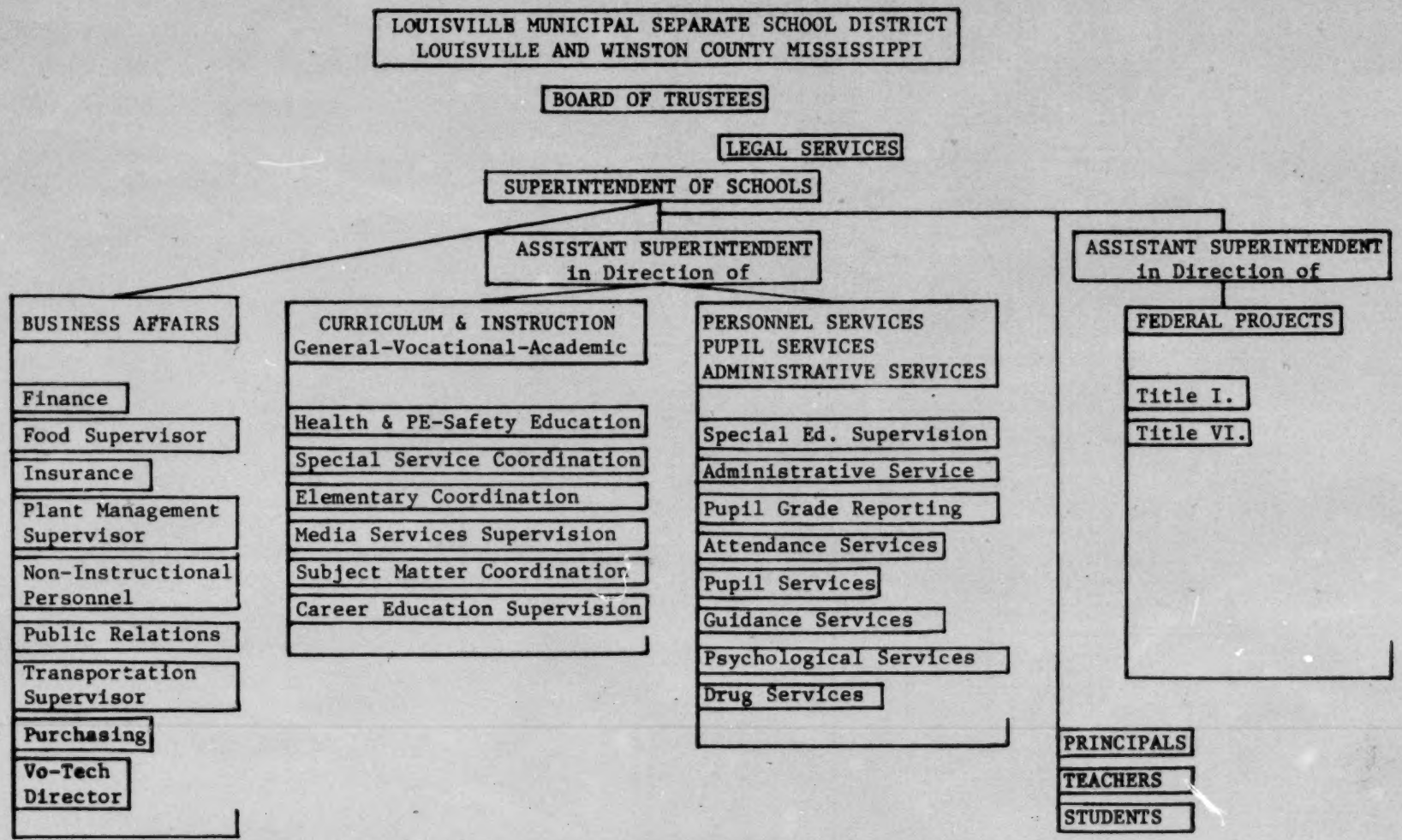


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Figure IXe.
McComb Municipal Separate School District - Administrative Structure

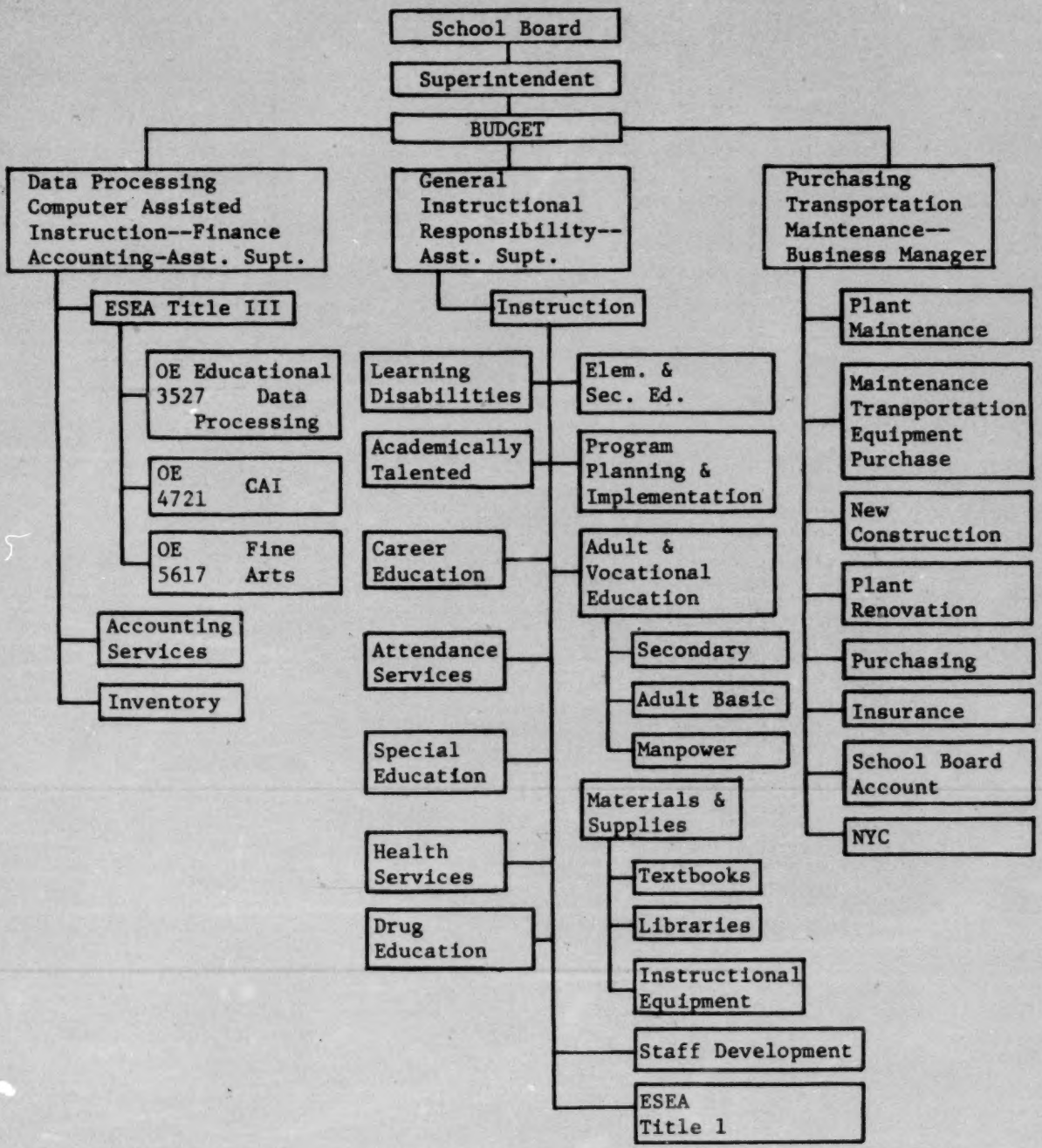
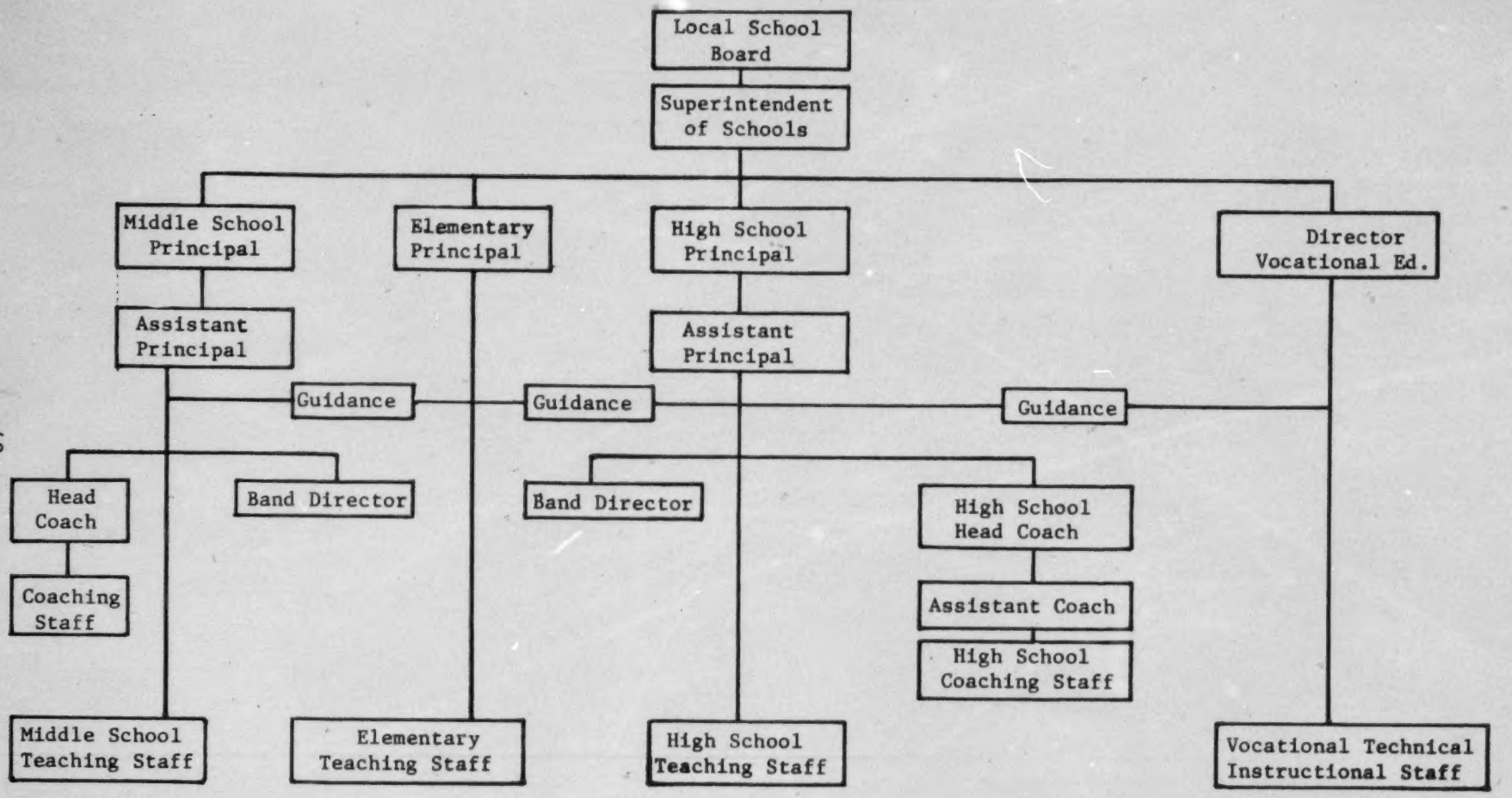


Figure Xe.
Winona Municipal Separate School District - Administrative Structure



49e

	Units
English	4
Math	2
Science	2
*Vocational courses	
American History	1
Mississippi History & Civics	1
American Government	1
Electives	5
Total	16

*One science course may be omitted should a student elect two vocational courses in its place.

b. The course requirements and units required for graduation from McComb High School are as follows:

(1) General Course.

This course is planned for a student who will likely terminate his formal education upon finishing high school, yet, it allows college entrance without requiring languages. More electives allow for exploratory interests.

The required subjects for this course include:

	Units
English	4
Mathematics (Gen. Math and Algebra 1 or Geometry)	2
Science	2
Social Studies	3
General Electives	5
Minor Subjects	2
Total	18

(2) Vocational Course.

The vocational course is planned primarily for students who are preparing for secretarial science, sales, and marketing management or who plan to enter a two-year Vocational-Technical Training Program or who plan to enter an allied field in a four-year college. Course offering includes; Commercial, Business, Industrial or Vocational College Prep. Five units of vocational subjects are required for graduation. College entrance requirements of certain types can be met by completing the vocational course. The required subjects for this course include:

	Units
English	4
Math	2
Science	2

Social Science	3
Vocational Electives	5
Total	16

(3) College Course.

This course is planned to meet the needs of students who are preparing to enter college. The languages, mathematics and sciences are stressed in the college preparatory course. Students who plan to enter schools of engineering should take all of the math and science courses offered. Those planning nursing or medicine as careers should take as many of the sciences as possible. The required subjects for this course include:

	Units
English	4
Mathematics	3
Science	3
Social Studies	4
Foreign Languages	2
Minor Subjects	2
Total	18

c. The Winona High School currently requires its students to earn 16 units or credits of approved course work before graduation. Course offerings include the general academic disciplines and several vocational specialty areas. Specific requirements include:

	Units
English	4
Math	2
Science	2
American History	1
Mississippi History	1/2
Mississippi Government	1/2
American Government	1/2
Electives	1/2
Total	16

Students selecting the vocational areas may choose one of several vocational courses offered in the vocational complex. These include: Business and Office Occupations, Home Economics (Commercial Cooking), Building Trades, Metal Trades and Automotive Mechanics.

6. Dropout and Transfer Trends.

a. Based upon the latest statistics from the State Department of Education and the Louisville School System, more than 70 percent of the students who enter school in the first grade will eventually graduate from high school. During the 1973-74 school

year, some 85 students or 1.96 percent of the total school enrollment were listed as dropouts. When the 1973-74 dropout rate was compared to the dropout rate during 1974-75, it was found that the dropout rate had increased from 1.96 percent per year in 1973-74 to 2.85 percent in 1974-75. It was also noted that the Louisville Muncipal Separate School District had some 166 students transfer out of the system while only 116 students transferred into the system.

b. The McComb Municipal Separate School District reported that approximately 75 percent of all students who entered the first grade could be expected to eventually graduate from high school. Records for the 1973-74 school year indicated a 2.49 percent dropout rate based on the total school enrollment for grades 1-12. This figure is somewhat lower than the 1974-75 figure of a 4.28 percent dropout rate for grades 1-12. Transfer of students into the system totaled 182 while 116 students transferred out of the system.

c. During the 1973-74 school year, the Winona Municipal Separate School District predicted that approximately 70 to 80 percent of all students entering the first grade could be expected to eventually complete the requirements for graduation from high school. A total of 25 students or 1.78 percent of the total school enrollment was listed as dropouts in 1973-74 as compared to 43 students or 3.08 percent of the total school enrollment reported for 1974-75. A total of 76 students transferred out of the system in 1974-75 while 66 students transferred into the system.

7. Financial Status of the School System.

a. The Louisville Municipal Separate School District reported that it had received some $3,169,531 in funds for its 1974-75 school session. Of this amount, 15 percent ($494,760) came from local funds; 69 percent ($2,173,585) came from state funds; and 16 percent ($501,186) came from federal funds. A tax levy of 25 mills was required for school operations during the 1974-75 school session and the per-pupil expenditure was $743.48.

b. The McComb Municipal Separate School District reported total revenue to be $2,870,372 for the 1974-75 school session. Of this amount, 24 percent ($687,191) came from local funds; 56 percent ($1,604,876) came from state funds; and 20 percent ($511,055) came from federal sources. A tax levy of 25 mills was reproted and the per-pupil expenditure was $882.91 as compared to $842.94 for the 1973-74 school session.

c. The Winona Municipal Separate School District received $914,659

in operating funds for the 1974-75 school session. Of this amount, 19 percent ($175,629) was obtained from local funds, 70 percent (635,831) was obtained from the state, and 11 percent ($103,199) was obtained from federal funds. A tax levy 25 mills was reported and the per-pupil expenditure was $501.00 in 1974-75 as compared to $508.71 in 1973-74.

THE RESEARCH PROJECT

A. BACKGROUND INFORMATION

1. Origination of Program. The Vocational Education Amendments of 1968 made funds available to local shcool systems, through state agencies, to implement experimental and/or developmental programs. The State of Mississippi utilized the Supplemental Allocation for Vocational Research and Development to expand Career Education at the local levels. Implementation of the "Research and Development Project in Career Education" was begun in January, 1973 with the Louisville, McComb and Winona Separate School Districts. Termination date for the project was June 30, 1975.

2. Modification of Existing School Programs. There was no drastic redirecting of any programs that were in existence. The concept of career education was to be implemented by a full-time career education staff and by regular classroom teachers. In most instances, classroom teaches were selected, relieved of their teaching duties, and designated as career coordinators for the elementary, junior high, or high school levels. These coordinators were directly responsible for coordinating career activities and for the dissemination of career-related instructional materials. Specific duties of classroom teachers and career coordinators are listed in a following section of this report.

B. SCOPE OF THE PROGRAM.

1. Participants Served. In each of the three school systems the project was designed to involve 100 percent of the students. This task was to be accomplished by having the classroom teachers fuse career-related learning experiences into the regular classroom instructions. It was estimated by third-party evaluators that approximately 9,000 students in grades 1-12 were involved in the career projects in the three school districts.

2. Objectives of the Program. The general objective of the project was for the school system to establish a meaningful, comprehensive career education program which encompassed the stages of career awareness, career exploration, and career preparation. Throughout the program, career guidance and counseling procedures were to be utilized through group and individual activities. Specific objectives of the program were:

   a. To increase the self-awareness of each student, to develop in each student favorable attitudes concerning the personal, social, and economic significance of work, and to assist each student in developing and practicing appropriate career, decision-making skills;

   b. To increase the awareness of elementary students in terms of the broad range of options open to them in the world of work;

   c. To provide career orientation and meaningful exploratory experiences for students in the junior high or middle school level; and

   d. To provide job preparation in a wide variety of occupational areas for students in grades 10-14.

   The preceding specific objectives shall serve as the basis for program evaluation.

C. PERSONNEL

1. Personnel Added by the Program. A total of 9 professional-level staff positions were added by the research project. Each of the three school systems employed a career coordinator at the elementary, junior high, and high school levels. One of the career coordinators, usually the high school coordinator, was appointed as the local project director. This staff member served as a liaison officer between the State Department of Education, the local school system and the Research and Curriculum Unit at Mississippi State University. In addition to the professional personnel, one part-time secretary was added for each of the career projects. School records indicated that all professional positions

were filled by competent and certified personnel.

2. Administrative Staff. The nine professional staff members in the three career-projects had an average of 8 years teaching and administrative experience. No apparent change in administrative structure was noted in the three school systems, as all nine professional staff members were recruited from their respective academic areas. Duties of the personnel added by the research project included:

   * Cooperating with teachers in a effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study;

   * Coordinating career activities to prevent duplication;

   * Coordinating career activities to prevent duplication;

   * Developing a time schedule in cooperation with each teacher whereby a planning session could be held on some regular basis;

   * Acting as a consultant to teachers for suggested career-related activities;

   * Providing a prolific source of career material through a well organized career resource center;

   * Surveying local career resources and arranging for utilization of these;

   * Acting as a source of referral for teachers;

   * Maintaining a personal career file on all students;

   * Working closely with the guidance counselor in administering vocational tests to students in grades 10-12;

   * Keeping written records of career-related instructional procedures being used in the classroom; and

   * Assisting in conducting Career Education inservice training.

   a. The Louisville Municipal Separate School District added three professional staff members and one part-time secretary to fill positions created by the career project. All of the professional staff members reported several years of experience as classroom teachers or guidance counselors and all have taught in the grade level with which they are working. The professional staff members devoted 100 percent of their time to the career project. Duties of the three professional staff

members have been previously discussed in Part C above.

(1) The elementary school career coordinator for grades 1-6 had served 3 years as an elementary classroom teacher. This person had also received a Bachelor's Degree in Elementary Education and had completed six semester hours in guidance prior to the 1974-75 school year.

(2) The junior high school career coordinator for grades 7-9 had 13 years of classroom teaching experience in History and English. This staff member had received a Bachelor's Degree in Secondary Education and had also completed an additional six semester hours in guidance.

(3) The high school coordinator for grades 10-12 was also designated as the local program director. This staff member had received a Bachelor's Degree in Social Studies and had completed additional work in guidance. A review of personal records indicated that this person had 5 years of classroom teaching experience prior to being employed in the career project. State certification requirements and those requirements outlined in the original career project were also met by this individual.

b. The McComb Municipal Separate School District reported that three professional staff members were added to fill positions created by the career project. In addition, one part-time secretary was added to assist in the submission of reports, typing, etc. The title for each professional staff member was that of career coordinator for the elementary, junior high, and high school, respectively. Each career coordinator had received a Master's Degree in Education and had several years of educational experience as a teacher, counselor, or administrator.

(1) The elementary career coordinator had 10 years of teaching experience at the elementary level. This staff member had received a Bachelor of Science Degree in Elementary Education and a Master's Degree in Reading.

(2) The junior high career coordinator reported more than 14 years experience as a classroom teacher and school counselor. This staff member had received a Bachelor of Science Degree in English and a Master's Degree in Guidance Education.

(3) The high school career coordinator (Project Director) for grades 10-12 reported 27 years of previous teaching experience prior to employment in the career project. This staff member reported that his educational experi-

ence included that of classroom teaching, counselor and school administrator. Professional degrees which had been received by the project director included a Bachelor of Science Degree in History and a Master of Education Degree in the School Administration and Guidance.

c. The Winona Municipal Separate School District reported that three professional-level staff members were employed to serve in the career project during the 1974-75 school session. The three staff members served as career coordinators for the elementary, junior high, and high school phases, respectively. In addition, a part-time secretary was employed to facilitate the completion of reports, typing, etc. Requirements for the professional level positions included a Bachelor's Degree in Education and six additional semester hours of study in guidance.

(1) The elementary coordinator for the Winona Municipal Separate School Districts career project had received a Bachelor's Degree in Library Science and had 11 years teaching experience prior to being employed in the career project. This staff member completed the required graduate courses in guidance while employed in the career project.

(2) The junior high coordinator reported a total of two years previous teaching experience at the junior high level before being employed in the career project. This coordinator had also received a Bachelor's Degree and a Master's Degree in Education with an emphasis on guidance.

(3) The high school coordinator for the Winona Municipal Separate School District also served as the local project director. This staff member reported no previous educational experience prior to being employed in the career project in September, 1973. This staff member had earned a Bachelor's Degree and a Master's Degree in Education with a major in guidance.

3. Student Services Personnel. Responsibilities of the guidance personnel in conjunction with the project were not outlines in any specific fashion; however, it was evident throughout the project that all career coordinators cooperated with school counselors in establishing guidelines for administering various aptitude and interest inventories. The coordinators also participated in the analysis of test results, individual and group guidance sessions, student placement, student follow-up staff discussion, and in the dissemination of career-related materials.

Of the three school districts involved in the project, no definite

systems of testing evolved in reference to assessing students' interests in vocations or careers. Instead, each individual school district utilized various commercially prepared tests thought to be most appropriate for their particular needs. Several of the instruments were reviewed and all were found to be of the standardized type where the testing procedures, scoring procedures, norms, and reliability or validity scores were explained.

The most prevalent testing instruments utilized appeared to be the General Aptitude Test Battery, Stanford Achievement Test, Otis-Lennon Mental Ability Test, Kuder Preference Record and the Armed Services Vocational Aptitude Battery.

a. The Louisville Municipal Separate School District reported that a limited testing program was conducted by career-education staff members. In general, career staff members cooperated with the regular guidance staff in administering various tests. Tests utilized by the career staff and administered by the school counselor included the General Aptitude Test Battery, the Stanford Achievement Test and the Otis-Lennon Mental Ability Test. A career education teacher assessment instrument was also administered to all classroom teachers, counselors and administrators by third-party evaluators.

b. The McComb Municipal Separate School District reported that the career staff administered the Kuder Preference Record to all eighth-grade students. Additional tests were administered to students in other grades by counselors in each school; however, these tests were part of the annual testing program sponsored by the school district. All students were counseled as to the results and meaning of the tests and the career staff was permitted to use pertinent information obtained from various tests which were administered by the regular guidance staff.

c. The Winona Municipal Separate School District stated that several aptitude and achievement tests were utilized by the career staff. The Armed Services Vocational Aptitude Battery was administered to selected students in grade 12; the California Achievement Test was administered to all students in grades 1-8; the Primary Mental Ability Test was given to all students in grades 4-8; and the Iowa Test of Educational Development was administered to high school students. The above mentioned testing program was sponsored jointly by the local school district and the career project.

In addition to the various tests administered by the three aforementioned school districts, a wealth of career-related data were gathered by third-party evaluators. Assessments were made concerning teachers' attitudes toward careers, students' attitudes toward careers, and students' knowledge of careers.

Data were gathered via random sampling of teachers in grades 1-12 and students in grades 4, 7, and 10. (See Evaluation Analysis.)

4. Instructional Personnel. The three school districts funded by the career project reported no additional professional-level staff members added prior to or after implementation of the career projects; however, three former teachers from within each school district were employed as career coordinators at the elementary, junior high and high school levels, respectively. In addition, each school district employed one part-time secretary. Duties and responsibilities of the career coordinators and secretaries have been previously discussed.

   Each classroom teacher, vocational teacher, and counselor in each of the three school districts was charged with the responsibility of cooperating with the career coordinator assigned to their particular grade level. The major responsibilities of each teacher included:

   * Introduction of the career concept into the regular classroom curriculum through an infusion process which involved activities outlined in the companion guides;

   * Making every effort to understand the values and purposes of the program;

   * Cooperating with the administrative and career staff in carrying out policies considered essential to the development of Career Education;

   * Exchanging information with colleagues which would be helpful in meeting the objectives of the program and which would help students make a better personal, social, or educational adjustment;

   * Observing pupils in various activities in and out of the classroom, noting their patterns of behavior in group situations and becoming aware of their interests, attitudes, values, work habits, etc.;

   * Recording behavior which they feel is a significant indication of career choice to be filed for future reference during career counseling;

   * Instilling proper attitudes toward work and study;

   * Giving pupils individual assistance in making desirable social adjustments;

   * Becoming aware of careers related to the subject areas taught;

* Creating methods of relating to and incorporating career information into subjects taught;

* Creating in the students an awareness of possible careers in which they will be involved in the future;

* Cooperating with career coordinators in planning career related activities to be implemented in the classroom;

* Providing information that will help students make appropriate educational and vocational choices;

* Communicating to the career coordinator how the concepts and objectives of the Career-Centered Curriculum are being carried out; and

* Referring students who show definite interests in specific career areas to the career coordinator and/or counselor for additional information.

The duties and responsibilities of instructional personnel included preparation of course outline, lesson plans, teaching organized classes, supervising various occupational laboratory experiences, teaching related subject matter and supervision of youth activities. Other personnel shall furnish information necessary for reporting, keep individual records and maintain relationships with businesses, industry and school personnel.

The responsibilities of the guidance personnel were to maintain a list of job opportunities and a record of students' training and interests in order that they may assist the students to be placed on jobs for which they are prepared. The counselors were to keep a file on all students who obtained employment upon graduation from high school in order to perform a follow-up study on all students for a five-year period.

D. PROCEDURES

1. Physical Arrangements. No new facilities were added in any of the three school districts which were designed primarily to house the career education project. In most instances, personnel employed to implement and administer the projects were housed on a space-available basis in one of the local school plants. Each career-education staff office and materials-center site was said to have been selected due to its central location and adequacy of storage space.

The three school districts represented herein are composed of three elementary schools, two middle schools, one junior high school, three senior high schools and two attendance centers (grades 1-12). All three school systems are municipal separate school districts.

a. The Louisville Municipal Separate School District reported that the career education office and materials center was located in a mobile unit which was adjacent to the main classroom buildings. The part-time secretary was housed in the vocational complex. A telephone was not installed in the career office; however, one was provided for in the career budget under the heading of communications.

b. The McComb Municipal Separate School District selected a centrally located and unused classroom for their career education office and materials center. Each school in the system provided the career staff with additional space for the storage and dissemination of career materials. Such space was usually provided in a corner of the library and designated as the "Career Corner."

c. The Winona Municipal Separate School District assigned the career staff to an office in the vocational complex during the early stages of the project. As career-related materials were ordered and space for storage was needed, the career office was moved to an unused teachers' lounge on the second floor of the high school building. Telephone facilities for the career staff were provided downstairs in the principal's office. The secretary remained in the vocational complex while continuing to work with the career staff on a part-time basis.

2. Review and Planning. Review and planning sessions on career education occurred at regular intervals throughout the school year for the three school districts involved in the Research and Development Project in Career Education. Local Career personnel and administrators received directions and planning assistance from the State Department of Education staff and personnel in the Research and Curriculum Unit at Mississippi State University. Several group meetings were held by the contracting officer which involved personnel from all career projects in the state. An active exchange of ideas appeared to have taken place in the meetings and several requests were received to hold this type of planning session on a quarterly basis. Each project was closely monitored by the contracting officer and third-party evaluators. During visits to each of the projects, special emphasis was placed on the local district to accomplish the objectives as stated in the project proposal.

3. All three career projects conducted some type of inservice training program several days before implementation of the career project. Inservice activities varied from simple orientation for the career staff to inservice training sessions for teachers of several hours duration at intervals throughout the school year.

a. The career staff in the Louisville Municipal Separate School

District did not plan for large-group inservice training sessions for classroom teachers during the 1974-75 school year; however, plans were made to provide inservice training on a one-to-one basis. Provisions were also made for an intensive inservice training program involving the career staff.

The career staff held several meetings with local administrators and classroom department heads. The coordinator of research, curricula, and teacher education and his assistant met with the career staff on several occasions and the staff attended a Career Education Seminar in November, 1974.

b. Inservice training for teachers in the McComb Municipal Separate School District consisted of several meetings with the local career staff and state personnel. All career staff members met quarterly in a two-day workshop held either in McComb, Louisville or Winona and both teachers and career staff members attended a career guidance course sponsored by the University of Southern Mississippi. The course was provided free of charge if taken for non-credit or participants could receive three hours of graduate credit by paying the necessary tuition fees.

c. The Winona Municipal Separate School District reported that local project personnel conducted a three-hour inservice training program for all classroom teachers. The sessions were held separately for teachers in grades 1-3, 4-6, 7-9, and 10-12 with approximately 20 teachers attending each session. To supplement the regular inservice sessions, the local career staff developed a self-study "mini-unit" for teachers which was designed to familiarize them with classroom infusion techniques and how to utilize materials housed in the material centers.

In January, 1975, a course in career education was offered by the National Alliance of Businessmen through Mississippi State University. A total of 30 teachers enrolled in the course.

4. Activities. The Research and Development Project in Career Education was a career project which was specifically designed for the three previously mentioned school districts. As in other previous career projects, the career concept discussed herein encompasses the elementary, junior high, and high school stages. The elementary level (grades 1-6) stressed career awareness while the junior high level (grades 7-9) and high school levels (grades 10-12) stressed career exploration and career preparation, respect-

ivley. A brief explanation follows to aid in understanding the reason for placing certain activities at certain levels.

The goal of the awareness stage was to broaden the career horizons of elementary children who had a limited view of the world of work. Some aspects of the awareness stage that the career staff attempted to develop during this period were: (1) there are different kinds of work; (2) interests and abilities affect work; (3) occupations have both advantages and disadvantages; and (4) people should be respected for the work they do.

The exploration stage of the Career-Centered Curriculum began with the seventh grade. During this stage, students were provided with exploratory experiences relating to a wide range of occupations. In general, four major functions were accomplished by the school:

1. Provide opportunities for the development and implementation of accurate self-concept;

2. Teach decision-making skills;

3. Provide vocational information and exploratory experiences; and

4. Help students choose and locate appropriate curriculum or jobs.

The preparation stage concentrated on preparing the students to enter the world of work or to continue their formal education beyond high school. It began with instruction in broad occupational areas and clusters of occupations and became more specialized as the training progressed.

Methods, materials and techniques used to implement the career-centered curriculum concept into the existing curriculum books provided many opportunities to study careers. The readiness program in the elementary grades provided an opportunity to explore jobs of the family, jobs at school, and jobs in the community. Most teachers imparted career-related information without it being designated as such. These teachers were encouraged to continue these activities and broaden them when possible.

Local project personnel provided services to elementary faculties which aided in the incorporation of career development into the regular instructional program. These services included obtaining specific occupational information, providing resource persons, providing for inservice training and conducting field trips. The elementary teachers did not teach vocations as such, but used careers with which the children were familiar to increase the childrens awareness and knowledge of the world of work. To faci-

litate fusion of the career concept into the on-going instruction, all teachers wrote career objectives which were related to instructional objectives. This task was accomplished by utilizing prepared career-companion guides on which information was recorded in reference to the subject area, grade, textbook, instructional objective, career objective, unit of study, instructional procedures and resource and evaluation methods. (See Appendix A.) All teachers in grades 1-12 in each of the three school districts were encouraged to complete one or more companion guides for each six-week school term. It was the responsibility of the career staff to collect the completed guides and have them edited, typed and printed. Finished copies of the curriculum guides were made available to all teachers to serve as examples of methods which could be utilized to include career information as a part of the regular classroom instructions. The career concept was also promoted through such activities as field trips to local business and governmental agencies, role-playing certain occupations, classroom plays, resource persons from the local community and by use of a large variety of audio-visual materials.

5. Instructional Equipment and Materials. A large variety of career-related instructional materials was utilized by the three school districts involved in the research and development project. A review of local purchase orders by third-party evaluators did not reveal that instructional equipment had been purchased with career project funds in any of the three school districts; however, software goods required for the operation of existing equipment were purchased through the project. A sample listing of software goods by categories includes:

a. Books

An Analysis of Fifteen Occupational Titles Identified by the U. S. O. E.
Grayson County College

Career Development Concept K-12
Cliff E. Helling

Career Development Resources
Wadsworth Publishing Company

Career Education, The New Frontier
Wadsworth Publishing Company

Career Education-What It Is
Olympus Publishing Company

Career Guidance
Wadsworth Publishing Company

Career Perspectives
Wadsworth Publishing Company

K-12 Grade 4 Intgrat Career Development
Wadsworth Publishing Company

Occupational Handbook
U. S. Government Printing Office

Occupational Outlook Reports
U.S. Government Printing Office

Successful Methods for Teaching the Slow Learner
Simon, Howe, Kirschenbaum -- Hart Publishing Company

Teaching Career Development in Elementary Schools
Wadsworth Publishing Company

World of Work
The Leslie Press

Values Clarification
Hart Publishing Company

b. Filmstrips

"Father Works"
"Community Helpers"
"How We Build Things"
"Public Service Workers"
"Studying for Success"
"Those Who Represent You"
"Patterns of Behavior"
"Dollars and Cents"
"Your Job Interview"
"A Job That Goes Someplace"

c. Occupational Briefs

Accountant
Advertising Account Executives
Airport Manager
Bookbinder
Bricklayer
Dressmaker
Electrician
Factory Assembler
Forester
Instrument Maker
Insurance Agent

Oceanographers
Personnel Workers
Roofers
Salesmen
Tree Expert
X-Ray Technologists

d. Career Exploration Kits (cassettes, filmstrips and guide)

Consumer Education: Buying Right
Getting to Know Me
Introduction to Economics
Understanding Valves
Are You Looking Ahead
The Financial Market Place

e. Sound Filmstrip

Livelyhoods: Careers for Your Lifestyle
Houghton Mifflin

High School Course Selection and Your Career
Guidance Associates

Careers in Computers
Pathescope Educational

The Pollution Game
Houghton Mifflin

6. Parent and Community Involvement. This Career Education Project involved many parents, businessmen, civic leaders, social workers, and other persons in the project as resource personnel. A sampling of the types of resource persons utilized by the school districts revealed that a variety of occupations were presented to the students in grades 1-12, which included doctors, lawyers, highway patrolmen, game wardens, bankers, forestry workers, merchants, clerks, insurance agents, local and federal officials, wholesalers, and building tradesmen. Each resource person talked to the students, displayed the tools of his trade, and answered many questions concerning the educational background, training required, and salary to be expected in reference to each particular occupation.

A review of the quarterly reports revealed that the career concept was given adequate publicity as the program was carried to the community in several ways. Parents aided the teachers and career coordinators in conducting field trips to various business establishments in the communities. The career education program was explained to local civic clubs, garden clubs, and at PTA meetings.

Local newspapers and free radio programs were also used to inform the public about the program. The following news articles and photographs (See Samples A-Q.) are samples of the public relations coverage provided the schools in their respective communities.

7. Budget. The career project was designed so that all students in grades 1-12 would be involved in the program and all costs incurred would be included in the budget. A grand total of $123,833 was budgeted for the three aforementioned school districts. Part C of State Board funds amounted to $71,472 or 58 percent of the total budget and local funds contributed amounted to $52,361 or 42 percent of the total budget.

   Of this grand total, Louisville Municipal Separate School District's career project received $23,861 from Part C of State Board funds and $15,673 in local funds for a total receipt of $39,534 for FY 75. This school district received 32 percent of the total funds allocated for the Research and Development Project in Career Education.

   The McComb Municipal Separate School District's career project received $26,739 from Part C of State Board funds and $19,404 in local funds for a total receipt of $46,143.

   The Winona Municipal Separate School District's career project received $20,872 from Part C of State Board funds for a total receipt of $38,156. This school district received 31 percent of the total funds allocated for the Research and Development Project in Career Education.

   Per pupil costs were obtained for the project dividing the grand total of the budget by the number of students served. The grand total of the budget was $123,833 and the number of students served was 8,935; thus, the per pupil cost was $13.86.

Winston County, Journal, Louisville, MS. 39339

Local Career Education Approved Second Year

By MALCOLM LOCKWOOD
High School Career Education Coordinator

The Louisville Career Education Project has been approved for a second year of operation within the Louisville Public School System. Mrs. Robbie Boyd is the new elementary coordinator and the junior high coordinator is Mrs. Ellen Gregory.

The purpose of fusing Career Education ideas into the on-going classroom activities is to expose students to as many facts as possible concerning the world of work and job opportunities that will not abandon their special fields of study; instead they will include career learning experiences in their activities.

Through well planned individual instruction, subjects such as math, science, language arts, and social studies are related to the career or careers in which the student may be interested. As a result, the pupil should be more highly motivated to learn because his studies are related to that in which he is most interested.

Career Education is not a separate academic course such as math, English, science, or social studies. It is not vocational training, but a new way of structuring education from first grade through high school.

The Awareness phase (grades 1-6) of the Career Education program stresses some of the following points:

(a) There are different kinds of work;
(b) interest and abilities affect work;
(c) occupations have both advantages and disadvantages;
(d) people should be respected for the work they do.

The Exploration phase (grades 7-9) concerns exploring and researching of many jobs that correspond with material taught in each classroom.

The Preparation stage (grades 10-12) concentrates on preparing the students to enter the world of work or to continue their formal education beyond high school. If the student decides to go to college after completing high school, he should follow a course of study that prepares him for college work.

A look at a typical high school graduating class might reveal the importance of innovating the career concepts. Of 100 graduating seniors, excluding home economics, only 15 of the 100 have been involved with vocational education to the extent that they possess any semblance of a salable skill. At least 20 of the 100 will get a college degree. A little arithmetic reveals that this accounts for 35 of them. Sixty-five graduates remain with no vocational training and no desire or aptitude for college work. These 65 have, for 12 years, tangled with a school curriculum that has not prepared them for any occupation. This amounts to over 15,000 hours on a dead-end course for each of the 65. All together, they represent three quarters of a million hours during which little or nothing has been done to solidify a career choice.

During the 73-74 school year, field trips were taken to the nearby industries and businesses located in Winston County. Representatives from many career fields volunteered their time and services to assist in the program. Even though the program was new, teacher cooperation and implementation made the project a success. The teachers played the most vital role when they accepted the program and utilized means of fusing career education with their subject matter.

No innovation in our schools and colleges holds greater promise for students of all ages than the new and growing emphasis in Career Education. This emphasis provides a means whereby every American can pursue a rewarding career in a society that offers so many options, few of which most people are likely to discover on their own.

AUGUST 29, 1974

SAMPLE B

WINSTON COUNTY JOURNAL September 5, 1974

Entering Second Year

Career education is a relatively new concept in public school education and one that is long overdue. This program is entering its second year as a part of the instructional program of the Louisville Public Schools and local children will be reaping the benefits of this new concept within a very few years.

Although this country has produced more high school graduates and more college graduates during the past fifty years, numerically and percentage-wise, than any other country in the world, many thousands of these young men and women have finished their formal education unprepared for supporting themselves in the work-a-day world into which they entered.

For all of these years, and even today, we see many thousands of students in their middle years in college who have not, as yet, determined what vocation they intend to pursue when they finish college. As a result too many of them receive their college diplomas and are still unprepared to make a living for themselves or their future families.

Career education in our public schools is designed to minimize, if not completely halt, this type of aimlessness on the part of our students.

During the first six grades youngsters are exposed to the career world and are made aware of the many types of vocations and work that might appeal to them and in which they might have aptitudes and skills. This is done through classroom instruction and frequent "field trips" to various types of industry and business.

The period of exploration begins during junior high years, and guidance and counseling is begun during which time the student determines, narrows, and refines career interests. An actual career choice could be made this early in the child's life.

In high school preparation takes up where exploration ends. Course choices are made in accordance with the career tendencies that a student might have. If, for example, a student tends toward the medical field, he would be counseled to study chemistry, biology, and other sciences that would be preparatory for this field. If he tends toward the field of mechanics, he would be counseled to take math, physics, and enroll in vocational training classes in the field of mechanics.

When such a student enters college he studies with purpose because he knows what his goal is. His period of exploration is already behind him and he is ready to prepare himself for his career.

If college is not necessary for his chosen career, he enters the type of technical or vocational school that will provide for him the instruction and training that he requires.

With career education a great deal of youthful aimlessness can be avoided.

Closed Circuit TV Used for Mock Interviews

By CHECKY HERRINGTON

Is that really me? Do I talk that way? These were only a few of the questions asked by speech students recently when Mrs. Linda Lee's classes had the distinct privilege of seeing themselves on closed circuit television while studying job interviews.

The purpose for the study was to let each student see how he really conducts himself so that when he enters the world of job hunting he will be familiar with the basics of an interview.

On Tuesday the classes were interviewed by Mr. Don Davis, employment counselor of the Mississippi State Employment Service. During this procedure he asked apparent questions that an actual employer might ask. This part of the lesson was filmed.

Wednesday brought many smiles, when the results of the day before were shown to the students on a closed circuit television. Here they were able to find their faults and, in hope, better themselves for a real interview.

This learning process was made possible by a Career Education grant from the State Vocational Education Department. The purpose of the grant is to expose students to as many facts as possible concerning the world of work and job opportunities that will be available to them as future wage earners.

This equipment is available at the Winston County Communication Center through the Chamber of Commerce free of charge to be used by anyone learning to operate it.

"Louisville is the first school in the county to use this method of learning," said Mr. Malcolm Lockwood, county career coordinator, "and we hope to have the students more aware as they enter the world of work."

This is a non-profit procedure and it is hoped that everyone will take advantage of this great opportunity.

—Photos by John Letterl

Winston County Journal, Louisville, MS. 39339
September 12, 1974

SAMPLE D

2 The Clarion-Ledger JACKSON DAILY NEWS
Sunday, September 29, 1974 Section G

IN LOUISVILLE

Mrs. Calder Speaks At Fortnightly Meet

By Joyce R. McGraw

LOUISVILLE — The first meeting of the 1974-75 year of the Louisville Fortnightly club began with a luncheon with Mrs. Gwyene Brunt, president, presiding. Mrs. Marvin Calder, known to many as "Mini Rhea," of Magee, formerly of Washington, D.C., was the guest speaker for the afternoon program held following the luncheon.

Mrs. Calder was the former dress designer for Mrs. Jackie Kennedy Onassis as well as other important clients in the Washington area. She not only excelled in this field but has also been a lecturer, self-improvement expert, artist, radio and television personality and has written two books, "I Was Jacqueline Kennedy's Dressmaker" and "Sew Simply, Sew Right."

A Career Education grant from the State Vocational Education Department made possible a learning process that will prove iortant to students of Mrs. Linda Lee's speech classes at Louisville High school in later years.

Don Davis, employment counselor of the Mississippi State Employment Service, had mock interviews with the speech students to give them preparation for true-to-life ones after graduation. By viewing themselves later on closed circuit TV the classmates were able to discern faults that could be corrected.

Also in connection with future preparation for life, Mrs. Carole Johnson, director of the Department of Education Career Education Dissimination Diffusion for Mississippi, visited the Louisville High school journalism classes taught by Miss Martha Nabers. Mrs. Johnson will be in the county once each month to assist the students in the public schools of Louisville, Noxapapter and Nanih Waiya in discovering their particular spot in the world.

Mack Lockwood is the career education director and high school coordinator in the county school system with Mrs. Frank Gregory as coordinator in the junior high grades and Mrs. Robbie Boyd holding the same position in the elementary classes.

2 THE WINONA (MISS.) TIMES, OCTOBER 3, 1974

Career education is in second year at Winona High School

The career education concept is beginning its second year at the Winona Public School System and is making progress in infusing the concept into the entire school system. Career education is a relatively new concept in education and is proving to be a vital force in schools throughout the country. What is career education? What does career education mean for the Winona Public School System?

--A third grade math class learns to read a thermometer and then acts out situations showing how weather men, farmers, pilots, and astronauts depend on temperature readings.

--A fifth grade social studies class studying lumbering in the southeast makes posters on occupations involved in getting wood from forest to market then visits a tree nursery.

--An eighth grade English class studying grammar listens to a newspaper editor discussing the importance of English. Each student then writes an editorial expressing a personal opinion on the importance of good manners in school and at work.

--Students in grades 1-12 are exploring their personal feeling, attitudes, interests, and abilities in relations to a wide variety of careers.

--Students are being made aware of employers' expectations and are gaining the necessary attitudes toward work, life, and adult responsibilities.

In every school subject in grades 1-12 students are gaining information which will enable them to make more realistic and accurate decisions concerning career choices when the time comes. Students are also participating in learing experiences which will allow them to see the relevance in, and the need for, basic school subjects such as English, Math, Social Studies, and Science. Students are getting answers to their often asked question "Why do I need to learn this stuff?"

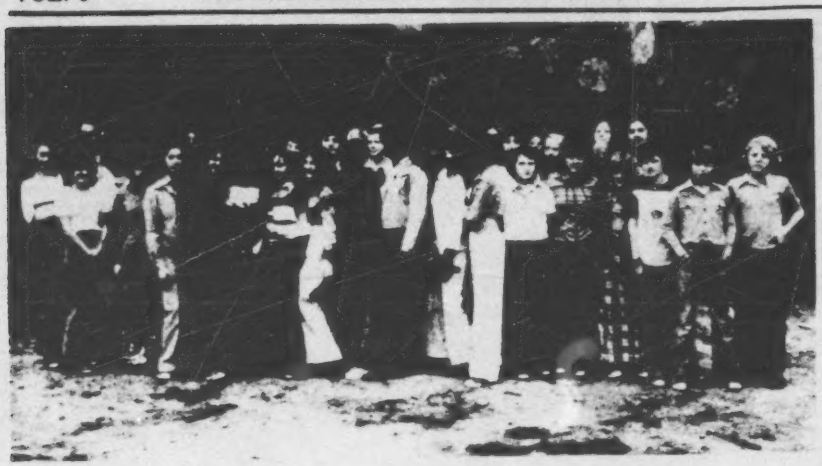
Providing career information and information showing how school subjects relate to the world outside of school are only two of the major emphases of the career education concept. Students are participating in learning activites to give them the skills, knowledge, and attitudes that are needed by all persons to be successful and responsible members of society. Practical skills such as buying insurance, banking, finding and applying for jobs, and budgeting money are emphasized at the Junior High and High School levels. In all grades students participate in activities designed to help them gain a better understanding of self, to show them that all honest work has dignity, to build good work habits, to give an appreciation of work, to give them an understanding of the reason for rules, and to make them aware of employers expectations.

Career education is not a specific class. It is a concept being infused into all academic and vocational offerings that will make school more meaningful for all students. In accomplishing this goal, the career staff and the school faculty needs and welcomes any help and suggestions from employers and workers in the Winona area.

G-P NEWS LETTER

Georgia-Pacific

VOL. 9 CROSSETT DIVISION—LOUISVILLE, MS FEBRUARY, 1975 NO. 1



LOUISVILLE EIGHTH GRADERS

Several classes of the Louisville Junior High School eighth grade toured the plywood plant in January as part of Career Education. These tours were made possible by Georgia-Pacific and sponsored by Career Education Project of the Louisville Municipal Separate School District.

The Career Education program is divided into three stages, the Awareness stage, which is the first through the sixth grade, the Exploration stage, seventh, eighth and ninth grades, and the Preparedness stage, tenth, eleventh and twelfth grades.

The students that toured the plywood plant were in the Exploration stage and are involved in the study of some career. There were approximately 150 students to make the tour over a three-day period. Georgia-Pacific is interested in the students and their future careers and was pleased to be a part of this program.

'75 SCHOLARSHIP APPLICATIONS TO BE FILED SOON

The time is drawing near for local high school seniors at Louisville High School to make application for the Georgia-Pacific Foundation Scholarship.

The scholarship is awarded annually to an outstanding senior selected according to the student's scholastic achievement, intellectual ability, need, character and promise of future contribution to society.

Since 1954, the Crossett Company and its successor, Georgia-Pacific, have awarded within the Crossett Division 161 individual scholarships with a total value exceeding $409,000. G-P reported that last fall when school resumed, there were 49 young people from Arkansas, Mississippi, Louisiana, Texas and Alabama attending colleges and universities throughout the nation on Georgia-Pacific Crossett Division scholarships.

Georgia-Pacific Foundation scholarships are awarded throughout the nation in communities where the company has plants and timber-growing operations.

All qualified seniors at Louisville High School are urged to compete for this four-year $4,000 college scholarship. The procedure outlined below is followed in determining the winner.

1. The students complete the Georgia-Pacific Foundation Scholarship application. This form is furnished at the school and may be secured from the school office.
2. Along with each student's application is a report from the school on each applicant.
3. The completed applications

THE WINONA (MISS.) TIMES, MARCH 13, 1975 3

WHS students observe work

Career education in the Winona Public School System is helping students gain a more realistic view of the world of work. Students take field trips, listen to community resource speakers in the classroom and obtain insight into how persons in various occupations use concepts and skills taught in all academic subject areas.

A special project was recently undertaken by the career education staff to give seniors in the Winona Public High School a chance to observe and experience occupations of special interest. Seniors were given the opportunity to request occupations which they were considering as possible future careers. The seniors who signed up for the program were placed at various job sites throughout the community where they were allowed to observe and experience an occupation of interest. The students participating in the program visited their job sites one hour each day for five days. A total of fifty-two seniors participated in this career learning experience, and the student reaction to the program was very encouraging. Some of the student comments were:

"I never knew work could be so much work!"

"I learned one thing. A worker has to be a responsible person to make it."

"I never really realized the importance of what I was learning in school before this."

"Well, at least I found out what I don't want to be."

"I have decided for sure that this is what I want to be."

From these reactions and others its seems that a great deal of learning occured during this one week work experience program.

Community involvement was tremendous. Over thirty places of employment in the Winona area participated in this program, and the career workers, as well as, the students involved are extremely grateful to all persons who supported the program.

The career education concept is working in your school. Through community participation such as this, students will be able to make more satisfying and accurate career decisions and will be more successful, productive, and responsible workers when it comes time for them to enter the world of work.

THE WINONA (MISS.) TIMES, MARCH 20, 1975

Career infusion continues at WHS

Students are learning about careers while gaining the necessary academic skills and information through the implementation of the career education concept in the Winona Public Schools. Two recent, notable happenings demonstrate how students are learning the relationship between school and the world of work.

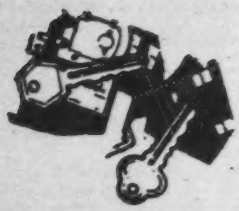
A class of Mrs. Linda Austin's high school English students, while reading stories in American Literature about disabled war veterans, acquired first-hand information concerning the field of vocational rehabilitation. Haggard Yates, vocational rehabilitation counselor for the Winona area, and Mr. Stubbs, district supervisor of vocational rehabilitation, described their jobs and answered questions from students concering the nature of vocational rehabilitation work. Educational requirements, the need for workers, and the personal characteristics needed for .work in this field were discussed.

A high school speech class under the instruction of Miss Rita Jones, while studying a unit on commercial communications, visited WONA radio to gain insight into the operation of a radio station. Maurice Gooch, a broadcaster at WONA, described the various types of work that goes on at the radio station. Mr. Gooch informed students as to the type of background and education needed to begin a career in radio and answered qustions which the students had about careers in radio.

With this type of support for career education from citizens of Winona, students in the Winona Public School System will be better prepared for making a career decision

SAMPLE H

Winston County Journal, Louisville, MS. 39339



Key to Career

FLORISTS

EDUCATION: Although a high school education is not a must in this career, it will help in getting ahead. In addition, workers need special training, either on the job or in school, to learn the basic techniques of flower arranging and plant care. College training, with special study in floriculture and marketing, is very useful for the person who plans to open his own shop.

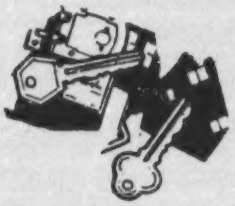
WHERE JOBS ARE FOUND: Everywhere. Flower shops are located all over the country, in almost every community. Most shops are in cities, but there may be more opportunities in some of the smaller communities.

GETTING STARTED: Jobs in this field are found through the usual channels: newspaper want ads, word of mouth, and employment agencies. The majority of successful florists have had several years of special training and experience before starting their own shops. A few florists entered the business after growing flowers as a hobby.

FUTURE: The floral industry is expanding, and indications are that this expansion will continue through the 1970's. While mechanical equipment has been introduced in the growing end of the business, automation presents little threat to floral designers, florist shop managers, or salespersons.

Work-Widening Occupational Roles Kit—Science Research Associates.

March 27, 1975



Key to Career

GEOLOGISTS

EDUCATION: A college education is required. About one-third of all geologists today have a master's degree, one-fifth the doctor of philosophy (Ph.D.) degree.

WHERE JOBS ARE FOUND:Almost half of all geologists work in industry, many of these for companies producing oil and natural gas. About 25 percent are in education, and another 20 percent with government agencies. The U.S. Geological Survey of the Department of the Interior employs 80 percent of those working for the government.

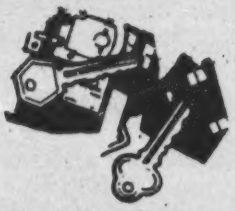
GETTING STARTED: The college student can make employment contacts through the head of the geology department or the university's placement bureau. Information about federal and state jobs in geology can be obtained from the respective civil service commissions.

FUTURE: Career opportunities for those whith graduate degrees are excellent, for a large part of the country still needs to be investigated. At the present time the majority of the geologists are men, but more career opportunities are beginning to open for women as teachers, laboratory workers, technical writers, and assistant administrators.

Work-Widening Occupational Roles Kit,

Science Research Association.

April 3, 1975



Key to Career

FARM EQUIPMENT DEALERS

EDUCATION: Graduation from high school is essential. Further education in a college or technical agricultural school is strongly recommended.

WHERE JOBS ARE FOUND: In rural areas in all parts of the United States. Dealers who handle light industrial equipment do business in urban as well as rural areas.

GETTING STARTED: Many young men enter a family business. If this is not possible, a job as a salesman or mechanic with an established dealer or as a salesman for an equipment manufacturer is a good way to start.

GETTING AHEAD: A successful salesman might have an opportunity to become a partner in the business. In order to open a business or to buy an established dealership, an experienced farm equipment man might get financial backing from an equipment company or a bank.

FUTURE: Thr future is very good for men who understand agriculture, business, and management. As agriculture becomes more highly mechanized, there will be greater opportunities in the farm equipment field for those with ability and adequate financial backing.

Work-Widening Occupational Roles Kit—Science Research Association.

April 10, 1975

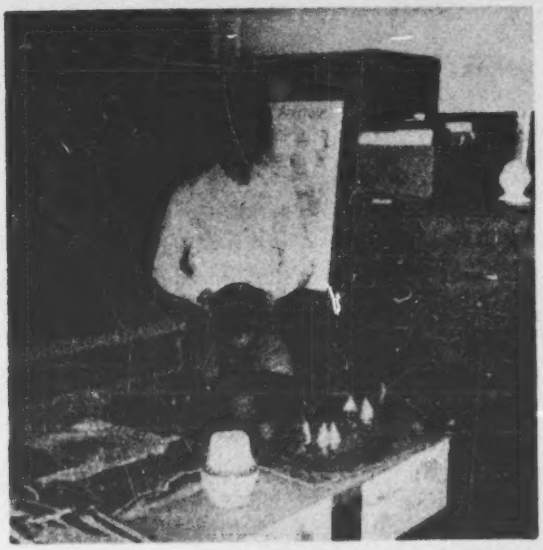
Classes tour the Historical Museum in Jackson.

Students examine the displays at the Natural Science Museum in Jackson.

Classes tour the new Capitol Building and have their picture made with Governor Waller.

SAMPLE J

Cast of TV skit "Careers Calling"



Pottery bowl made by member of oldest pottery making family in the country.

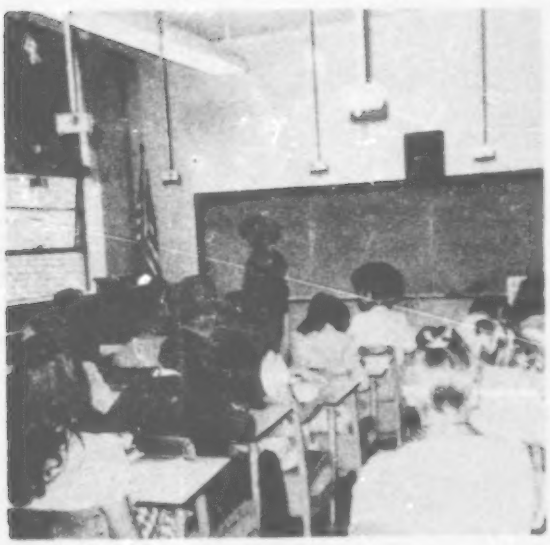
SAMPLE K

These elementary students have discovered that math is important in the world of work.

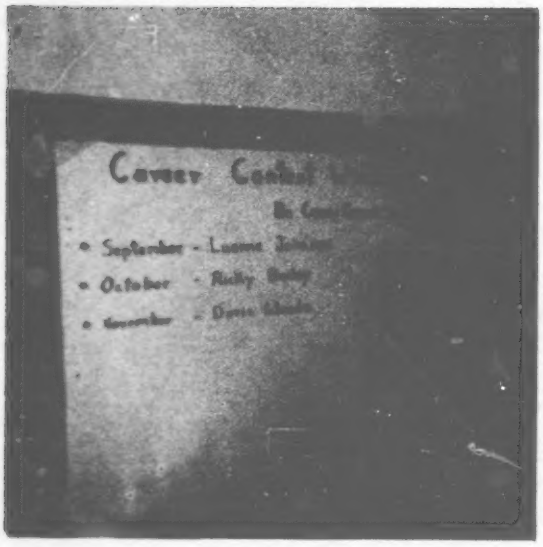
Junior High students explore an open-pit mine and dig for semi-precious gems on a career oriented field trip.

Eighth-grade girls work individually on mini-units which involve job exploration.

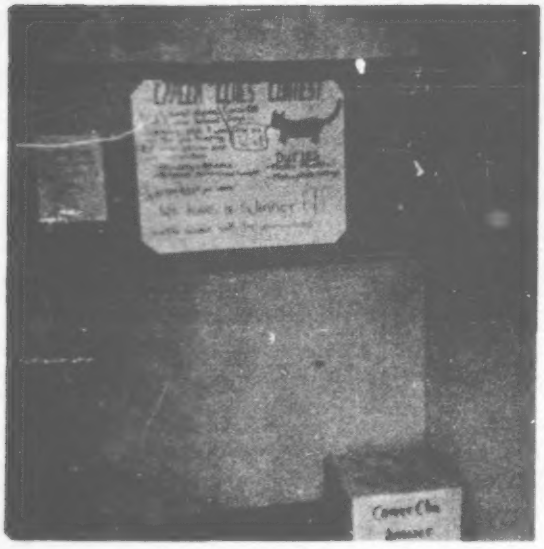
Students participate in a radio program as a follow-up to the radio station manager's talk on jobs in communication.



"First-time speeches" for students in 9th-grade English who later video-taped them for constructive criticism.



Students participated in "Career Clues and Essay Contests" each month to win a field trip to the Memphis International Airport.



High school students take a tour of a local bank.

Family Living and Home Economics students visit a local funeral home.

SAMPLE Q

Bulletin boards were used in classrooms to illustrate the relationship between school subjects and occupations.

EVALUATION ANALYSIS

The evaluation section of the final report for the Lousiville Municipal Separate School District, McComb Municipal Separate School District and Winona Municipal Separate School District is centered around the educational goal and four general objectives of the project. The most commonly occurring deficiencies noted herein will be made available to new projects and to project directors in continuing programs. Such action, hopefully, will serve to prevent the reoccurrence of many of the problems which were common in the earlier project.

Included in this evaluation were data obtained from the following sources:

1. Analysis of records and reports.
2. Analysis of instructional materials, techniques and methods.
3. Analysis of program operations.
4. Judgment of qualified observers.
5. Analysis of equipment, supplies and purchases.
6. Analysis of inservice education activities.
7. Analysis of opinions of program staff, State Division of Vocational and Technical Education personnel, consultants, school system faculty, administration, parents and students.

Utilizing objectives set forth for this project, the resulting evaluation centers on the program's goal as a standard by which the outcomes of the project were assessed.

PROGRAM GOAL - - TO ESTABLISH A MEANINGFUL, COMPREHENSIVE CAREER EDUCATION PROGRAM WHICH ENCOMPASSES THE STAGES OF CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION. IN ADDITION, GUIDANCE AND COUNSELING ACTIVITIES SHOULD BE EMPHASIZED THROUGHOUT THE PROGRAM IN BOTH GROUP AND INDIVIDUAL ACTIVITIES.

Objective 1: The program was designed to increase the self-awareness of each student, to develop in each student favorable attitudes about the personal, social, and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.

School districts involved in the Research and Development Project in Career Education utilized various methods in their attempt to develop each student's self-awareness to its fullest. In one elementary class, the career staff

stressed self-awareness through the study of a unit which involved communication skills.

The career staff in Louisville and McComb instructed the classroom teachers on how to infuse the career concept into the on-going instructions and how to foster development of self-awareness. The career staff in Louisville and McComb did not schedule daily classroom appearances to reinforce the subject matter being taught; however, they were available when needed, to help the teachers select materials, secure resource persons, arrange and conduct field trips, etc. In contrast to this approach, the Winona career staff utilized a "Block Time" schedule whereby daily scheduled visits were made to classrooms by career staff members to relate careers to what had been learned. This method was devised by the Superintendent of Schools and implemented by the career staff as a means of reinforcing the career activities previously conducted by the classroom teachers.

All three school districts utilized such teaching aids as posters, audio-visual materials, and role-playing to foster the development of self-awareness in students at the elementary levels. All students were encouraged to select a poster (picture) of the type of person "I Want To Be." Each student was then encouraged to tell why he or she selected this particular poster. Bulletin boards were produced for all elementary classrooms which depicted each student's silhouette. The silhouettes were produced by using a simple slide projector to project a student's outline on a sheet of colored poster paper. A teacher aide traced the outline with a magic marker and placed the resulting silhouettes on a bulletin board for each student to observe. The bulletin boards were arranged to illustrate that each student was a different individual.

Favorable personal and social characteristics were stressed by illustrating how all students were both similar and different. It was stressed that not only were the students unique individuals but they were also members of a group and would eventually become productive members of society. In order to develop into productive members of society, all students were encouraged to practice recommended health habits and learn how to cooperate with others in "getting the job done." Moral values were stressed through role-playing, use of puppets, and classroom discussion. Work ethics were emphasized by role-playing the honest clerk versus the dishonest clerk. In some classrooms, workers were depicted arriving on the job late, leaving early, sleeping on the job, and disagreeing with authority. Salaries and living conditions were discussed in reference to the type of job a person had

and the amount of money he could be expected to earn. In the upper elementary levels, charts were prepared which illustrated the probable standard of living for school dropouts as compared to high school, trade school, and college graduates.

Career decision-making skills were not actually stressed until students reached the junior high levels. In all three participating school districts, several vocational interest inventories, aptitude tests, and other instruments were administered to junior high students. Counseling of students with reference to their performance on the various assessment instruments was commonplace. Hands-on experiences were encouraged through the development of a series of simulated work experiences in the vocational complex or other areas of the school. Students were taker on conducted tours of places of business in which numerous job tasks were being performed. Such topics as educational requirements, salaries, working conditions, and fringe benefits were discussed with personnel managers.

Each junior high student was encouraged to narrow his vocational choices to one of several occupational clusters prior to entrance into high school. In high school each student received vocational counseling and information on the educational background required for the occupational clusters or jobs which had been selected. From this information the students were encouraged to select either a college preparatory, general education, or vocational offering. Additional guidance activities were provided as vocational, trade school, and college personnel were contacted to visit the schools and interview the students. Letters of application were written, work ethics were discussed, and placement services were made available to those who requested it.

The tasks of classroom teachers increased with implementation of the career project. Teacher loads were reduced somewhat by the utilization of career companion guides which served as outlines of career activities suitable for use at each grade level and in each subject area. The guides were introduced in group inservice meetings in Louisville and Winona; however, the McComb School District elected to forego group inservice training which pertained directly to the career project.

An evaluation of students' and teachers' attitudes concerning career education was performed by third-party evaluators. Instruments were prepared and field tested on several hundred teachers and students in schools selected at random in Mississippi. Reliability and validity scores for students have not been determined; however, a reliability of .91 was obtained for the teacher questionnaire. A Post-test Control

Group Only design was utilized and a one-way analysis of variance statistic was selected as the most appropriate statistic for both students and teachers. (See Tables VIe., VIIe., VIIIe., IXe., Xe., XIe., and XIIe., for the results of the attitudinal study. The reader is cautioned to read the statements carefully and draw his own conclusions.)

Objective 2: The program was designed at the elementary school level to increase the awareness of students in terms of the broad range of options open to them in the world of work.

One of the topics discussed at inservice meetings for career staff members of the three school districts was the tendency of students to follow the occupational patterns of older family members.

It was noted that this trait tended to eventually lock students into occupations which for the most part were low paying and contained few provisions for advancement. Career staff members discussed methodologies which could be employed in their respective schools to counter this lack of occupational flexibility exhibited by a large number of students. It was also agreed upon by the career staffs that a student's career awareness should encompass a broad spectrum of occupations which are available at the local, state, and national levels. The task of providing such career awareness was partially accomplished by utilization of the 15 occupational clusters offered by the U.S. Office of Education. Different clusters of occupations were emphasized for each elementary grade level in such fashion as to ensure that all students would be exposed to all of the occupational clusters by the time they completed the sixth grade.

Once an occupational cluster was selected for a specific class or grade level, preparations were made by the classroom teachers and career staff to infuse different occupations into the regular classroom subject matter. Several teachers discovered that career information was an excellent tool for introducing or terminating a unit of study. When practical, careers were discussed at various intervals in a unit to hopefully help provide a more positive learning situation.

Instead of "just talking careers," many classroom teachers provided the students with realistic and meaningful first-hand experiences. Students were taken on field trips to places of business and to industries which offered numerous and varied job opportunities. When field trips proved to be impractical due to the fuel shortage, teachers resorted

TABLE VIe

Attitudes of Elementary Students Concerning the World of Work

Item	Least Squares Means: Experimental	Control	F Ratio
1. A person should think about what he likes to do and does not like to do before he chooses a job or career.	2.80	2.66	3.35
2. A job or career is something a person does every day to earn a living.	2.49	2.36	1.25
3. A person should think about what he wants to be when he is young.	2.58	2.41	2.14
4. The kind of work a person does can cause him to live in a certain place.	2.13	2.21	.45
5. A person should try to know and understand himself before he tries to choose a job or career.	2.78	2.51	9.88**
6. Some people work better with their hands, while other people are better at working with their minds or brain.	2.62	2.54	.59
7. It is better to be a doctor than a carpenter, garbage man, or factory worker.	1.61	1.97	8.68**
8. A person's habits could keep him from doing well on a job.	2.53	2.23	6.62*
9. The community is made up of all different kinds of workers, and each kind of worker is important.	2.89	2.61	12.75**
10. What a person learns in school will help him in the job or career he chooses.	2.87	2.79	1.72

11. Different kinds of jobs can make people wear different kinds of clothes.	2.62	2.41	3.92*
12. To get a good job a person must finish college.	2.58	2.56	.05
13. Some people are not smart, and we should not waste time trying to teach them.	1.47	1.74	4.75*
14. I don't need help from others because I can do everything for myself.	1.17	1.33	3.93*
15. My town, community, and home don't need me because I am not important.	1.20	1.28	1.07
16. What I do isn't really important because what I do does not affect anyone else.	1.46	1.72	5.56*
17. I am too young to think about what I want to be when I grow up.	1.40	1.92	19.74**
18. There is nothing I can do to help make my home and community a better place to live.	1.38	1.79	13.25**
19. The jobs or chores I do around home are important to my family and to me.	2.81	2.69	1.92
20. Honest work helps all of us.	2.92	2.59	22.93**
21. Studying about people and how they are alike is fun.	2.54	2.30	5.03*
22. Good listening and talking are important in all kinds of work.	2.80	2.74	.67
23. A person's anger does not affect other people around him.	1.53	1.61	.53
24. A person who acts mad or grumpy all the time will not make a good friend.	2.63	2.38	4.70*

25. The kind of work a person does is not as important as the person himself.	2.08	1.98	.60

*F _ 3.84 significant at the .05 level

**F _ 6.64 significant at the .01 level

(3.0 tend to agree, 2.0 undecided, 1.0 tend to disagree)

TABLE VIIe

Attitudes of Junior High Students Concerning the World of Work

Item	Least Squares Means: Experimental	Control	F Ratio
1. When a student reaches junior high age, he should have some idea about what he would like to do to earn a living.	2.73	2.71	.03
2. It is easy for students to relate school subjects with jobs or occupations.	2.40	1.98	11.95**
3. School lets students learn about jobs and occupations while studying other things (English, math, etc.) that will help them in life.	2.84	2.83	.002
4. A person should choose the same job or occupation held by someone else in the family.	1.11	1.26	6.32*
5. The more education a person has the more money he will be able to make.	2.21	2.58	9.11**
6. School would be more interesting if people from different jobs (pharmacist, electrician, etc.) would come to class and tell what they do and the type training they needed.	2.71	2.58	2.19
7. It would be easier for a person to choose the job or occupation he liked if he had a chance to work in that job before he completed school.	2.58	2.44	1.73
8. In order to be a success in life a person must finish college.	1.58	2.26	31.75**
9. Subjects like industrial arts, home economics, vo-ag. (vocational subjects) are for students who are not smart enough or do not want to go to college.	1.31	1.61	10.89**

10. The habits a person has will not hinder him from getting or keeping a job.	1.58	1.88	6.58*
11. A person's personality should be considered when applying for a job because the way a person acts does affect other people.	2.80	2.53	9.05**
12. Some jobs or occupations help decide where a person will live.	2.57	1.91	35.98**
13. The grades or past record of a person should be considered when he applies for a job.	2.67	2.79	1.54
14. A person's likes and dislikes should be considered even before money when choosing a job or occupation.	2.40	2.15	4.96*
15. Training for a job or occupation is more important today than it was ten (10) years ago.	2.57	2.41	2.33
16. The earlier a person finds out what he wants to be the more likely he is to succeed.	2.51	2.62	1.17
17. Being a doctor or lawyer is more important than being a carpenter or bricklayer.	1.63	2.41	44.33**
18. Reading materials which explain different jobs and careers make it easier to narrow the list of jobs a person might like to do.	2.80	2.68	2.07
19. Class visits to different businesses and industries help a person understand the job and the training needed for each worker.	2.89	2.67	10.76**
20. Class visits to business and industry will help a person relate school subjects to jobs and occupations.	2.61	2.36	6.47*
21. A person must work in order to provide things necessary for his way of life.	2.60	2.76	2.43

22. A job requires a person to be responsible and also involves a day's work for a day's pay.	2.79	2.76	.15
23. Relating school subjects (math, English, etc.) to jobs and careers would make school more interesting.	2.52	2.59	.52
24. Teachers and counselors provide students with materials which will help them decide what they want to do.	2.45	2.39	.25
25. The subjects a person takes in school should relate to what he wants to do after he finishes school.	2.48	2.67	2.75

*F _ 3.89 significant at the .05 level

**F _ 6.76 significant at the .01 level

(3.0 tend to agree, 2.0 undecided, 1.0 tend to disagree)

TABLE VIIIe

Attitudes of High School Students Concerning the World of Work

Item	Least Squares Means		
	Experimental	Control	F Ratio
1. It would be helpful to a person in choosing a career if people who were on a job would come to school and explain what they do and the training required for the job.	4.69	4.55	2.28
2. In order to be successful today a person must have a college education.	3.04	3.55	6.44*
3. School learning experiences or subjects should be related to students' interests.	4.16	3.88	2.94
4. It would be helpful to a person in choosing the right job if he could work on the job before he completed his education or training.	4.32	3.93	5.98*
5. Relating school subjects to the world of work or jobs would make school more interesting.	4.01	3.73	2.49
6. School and school-related activities are closely associated with the world of work and careers.	3.23	3.75	7.45**
7. School and school-related activities have informed students about today's work world.	3.56	4.03	6.73*
8. School learning activities and/or class activities help students understand the barriers between themselves and the world of work.	3.66	3.75	.25

9. Guidance activities are helpful in identifying a student's interests and abilities.	4.37	3.93	9.85**
10. Visiting different businesses and industries helps a student understand what he should study in school.	4.27	4.05	2.15
11. Different career activities mixed with the usual school subjects would make these subjects easier to learn.	3.85	3.58	1.92
12. All subjects in high school should have activities that closely relate to the world of work.	3.99	3.92	.13
13. One of the main services of a high school should be to help each student find what he wants to do the rest of his life.	4.29	4.18	.42
14. There should be a special high school course that deals with available careers and the world of work	4.44	4.28	1.10
15. Communications are important in securing and keeping a job.	4.39	4.35	.07
16. Most high school graduates have specific goals for their future in mind at graduation.	3.46	4.10	12.72**
17. A person's personality should be considered when he chooses an occupation or career.	4.27	4.23	.06
18. Developing a useful skill should be the highest consideration in one's future.	4.13	3.87	2.35
19. A person's attitude will not affect his ability to keep and advance in a job.	1.32	2.18	24.89**
20. Professional ethics (loyalty, honesty, etc.) are not necessary in today's work world.	1.42	1.90	8.34**

21. High school instruction prepares one for a career even if he does not want to continue his education beyond high school.	3.41	3.63	1.36
22. Vocational education and skill training are only for those people who cannot make it to college.	1.71	2.23	9.52**
23. Choosing a career is made easier by having the counselor help find and cultivate interests and talents.	3.99	3.65	4.18*
24. The most important thing to consider when choosing a job is salary.	2.49	3.08	8.02**
25. The jobs or careers in today's work world that pay the highest salary require a person to have a college degree.	3.16	3.35	.75

*F _ 3.91 significant at the .05 level

**F _ 6.81 significant at the .01 level

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree).

TABLE IXe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitude Towards the Career Concept.

Item	Least Squares Means		
	Experimental	Control	F Ratio
1. Choosing a career is one of the most important decisions a person makes during his lifetime.	4.87	4.37	59.28**
2. Career development is a continuous process throughout the lifetime of an individual.	4.50	4.29	8.54**
3. If the school curriculum were career-oriented it would be relevant to more students.	4.27	4.11	3.44
4. A major purpose of education should be to help students develop sound career objectives.	4.34	4.20	3.12
5. Emphasis on jobs and work in the classroom may lead to a better quality educational program in our schools.	4.13	4.07	.43
6. Instruction related to careers is more appropriate for males than for females.	4.34	4.34	.01
7. Community residents are eager to visit the schools and discuss their jobs with students.	3.49	3.28	3.48
8. Local resource persons would make career related learning experiences more meaningful to the students.	4.27	4.07	7.23**
9. The school curriculum should deal less with abstract ideas and more with people-oriented problems.	3.99	3.92	.42

10.	Developing a positive attitude in students in reference to work should be a major concern of the schools.	4.47	4.15	16.37**
11.	School dropouts may be reduced through the introduction of career-related materials in the classroom.	4.05	4.11	.60
12.	Learning experiences relating to careers are for those students who can succeed in an academic program as well as for those students who can succeed in a vocational program.	4.37	4.10	9.68**
13.	Relating a student's learning experiences to the world of work should increase his motivation.	4.24	4.08	4.02*
14.	Career-related activities should be integrated into the regular school curriculum.	4.18	4.08	1.76
15.	At present, students have sufficient orientation pertaining to the world of work to make sound career choices.	3.68	4.15	26.77**

*F _ 3.89 significant of the .05 level

**F _ 6.76 significant at the .01 level

5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree.

TABLE Xe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitudes Towards Career Education at the Elementary Level.

Item	Least Squares Means: Experimental	Control	F Ratio
1. In the elementary grades (1-6) children should be made aware of the various occupations within our society.	4.25	4.22	.19
2. The elementary school curriculum should be concerned with helping each student develop a positive self-image.	4.46	4.44	.07
3. The elementary school curriculum should enhance the social skills of the students.	4.30	4.22	1.21
4. At the elementary level, career-related instruction should utilize jobs of the family, community, state, nation, and the world.	4.02	4.07	.29
5. Knowledge of various careers can be enhanced through occupational role-playing by the students.	4.08	4.14	.59
6. Elementary schools should have workmen representing various levels of occupations visit the school and explain to the students their jobs and contributions to society.	4.12	4.15	.10
7. Elementary schools would be improved if the curriculum were centered around the world of work.	3.28	3.84	23.13**
8. Good attitudes toward work can be developed more readily in elementary students.	3.82	4.07	6.31*

9. Career-related activities are excellent for developing individual capabilities of young students.	4.09	4.04	.34
10. Elementary school (grades 1-6) is the proper time for a student to start thinking about the world of work.	4.13	4.08	.24

*F _ 3.89 significant at the .05 level

**F _ 6.76 significant at the .01 level

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree).

TABLE XIe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitudes Toward Career Education at Junior High Level.

Item	Least Squares Means: Experimental	Control	F Ratio
1. During the junior high school years, children should be allowed to explore their various occupational interests.	4.13	4.14	.03
2. Career activities should be the starting point for instruction in school.	3.03	3.56	12.01**
3. The major purpose of career exploration is to assist young people in evaluating their individual interests and ability.	4.11	4.06	.32
4. The transfer of learning from the abstract to the practical is enhanced through career exploration.	4.08	4.03	.24
5. A major source of career information should be the classroom teacher.	3.57	3.66	.26
6. Students should be familiar with the present economic system and its implications within the world of work.	4.17	3.93	4.99*
7. Simple job activities or procedures (Hands-on experiences) are essential to career learning experiences.	3.97	3.80	1.73
8. Learning experiences for each student should be related to his or her career plans.	4.04	4.04	.001

9. Once a student makes a realistic career decision, he should be encouraged to pursue it.	3.66	4.03	8.47**
10. Both academically and vocationally oriented students should begin preparation for their careers in high school.	4.00	4.34	10.25**

*F _ 3.89 significant at the .05 level

**F _ 6.76 significant at the .01 level

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree).

TABLE XIIe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitude Towards Career Education at the High School Level.

Item	Least Squares Means		
	Experimental	Control	F Ratio
1. Supervised work experience should be an integral part of a school curriculum.	3.89	4.00	.99
2. Students who excel in social studies should be informed of jobs that are related to this field.	4.01	3.98	.09
3. The relationship of mathematics to various occupations should be taught in all mathematics courses.	4.05	4.06	.01
4. Interest in an English class could be stimulated by visits of a newspaper editor.	4.04	3.86	3.34
5. Courses such as physical education and music will be more effective if career-related activities are fused into them.	3.91	3.96	.16
6. Upon graduation, few high school students have made definite career choices.	4.01	4.04	.05
7. A center with materials providing detailed career information should be available for all students.	4.33	4.40	.68
8. A placement system should be an integral part of any school program.	3.89	3.88	.007
9. Follow-up studies of former students should be performed on an annual basis.	3.95	3.94	.009
10. A person does not need a college degree to become a success in life.	4.54	4.23	8.46**

*F _ 3.89 significant at the .05 level

**F _ 6.76 significant at the .01 level

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree).

to contrived experiences in which students "acted out" job tasks involved in certain careers. Resource persons visited in the classrooms to relate their jobs to subject matter which had just been discussed in the class. Some social studies and English teachers utilized 16mm motion picture films and slides to "take the students back in time" and show them the careers which were prevelant hundreds of years ago as compared to those careers which are available today.

Many types of commercially and teacher prepared materials were available for the purpose of fathering the development of career awareness. Cardboard costumes of policemen, doctors, teachers, and other workers were worn by the students. Each child was encouraged to read about his choice of occupations and then select the appropriate costume for wearing while he related his occupation to the class. At the elementary levels, each student was encouraged to become aware of occupations in all 15 of the career clusters; however, no attempt was made to force a student to make a career decision.

A randomly selected group of elementary students in the Career Education Project (experimental) were compared to a randomly selected group of elementary students (control) in a neighboring school district concerning their knowledge of careers. A Post-test Control Group Only design was utilized along with a Chi Square statistic. (See Table XIIIe.) (The reader is cautioned to read each statement carefully and draw his own conclusion.)

Objective 3: <u>The program was designed at the junior high or middle school level to provide career orientation and meaningful exploratory experiences for students.</u>

Career articulation from the awareness stage to the exploratory stage was facilitated by the three school districts in several ways.

The career staff and local guidance personnel administered a series of aptitude and interest tests to all junior high students. Results of the tests were made available to the career staffs and were entered as a part of the students' permanent records. Each student received counseling as to the results of his test scores and the recommended vocational field indicated to be best suited to the student in reference to the test scores. The career staff did not insist that students in the junior high levels choose an occupation; however, it was expected that a majority of the students would narrow their occupational choices to a point that they

TABLE XIIIe

Comparison of Responses Concerning Elementary Students' Knowledge of Careers in Experimental and Control Groups

Item	% of Correct Responses Experimental	Control	X^2
1. I am a person who fixes light switches and helps make the lights burn in your house. ans: an electrician	98.7	91.8	4.78*
2. I am a person who sells gasoline for your car and sometimes may fix a flat tire. ans: a service station worker	94.3	91.8	.14
3. I am a person who tries to get children to learn things that might help them get a job as they get older. ans: a teacher	96.2	90.2	2.04
4. I am a person who plows the soil and produces food and other products for people. ans: a farmer	96.2	86.9	4.92*
5. I am a person who builds things like houses, cabinets, bookshelves and other things. ans: a carpenter	89.9	73.8	7.90**
6. I am a person who works in an office, and I type letters and answer the telephone. ans: a secretary	91.8	91.8	.07
7. I am a person who makes sure your teeth are clean and healthy. ans: a dentist	96.8	91.8	1.53
8. I am a person who helps mom by washing and fixing her hair. ans: a beautician	89.9	54.1	32.89**

9. I am a person who knows how to build things like a dam, a road, or a building. ans: an engineer	40.5	24.6	4.17*
10. I am a person who keeps people from breaking the law. ans: a policeman	95.6	88.5	2.57
11. I am a person who fixes cars and other machines that do not work. ans: a mechanic	86.1	68.9	7.49**
12. I am a person who works in the hospital or doctor's office taking temperatures and giving shots. ans: a nurse	94.3	86.9	2.43
13. I am a person who manages the store where your mother buys food and other products. ans: a groceryman	77.8	68.9	1.46
14. I am a person who fixes things in the house (washing machine, T.V., etc.) when they tear up. ans: a repairman	82.9	42.6	33.24**
15. I am a person who takes the doctor's directions and fills the bottles with pills and sells them to you. ans: a pharmacist	44.3	27.9	4.30*
16. I am a person who tries to make all kinds of sick animals well. ans: a veterinarian	86.7	59.0	18.71**
17. I am a person who helps people with money matters like loans, checking accounts, protects your money, etc. ans: a banker	93.0	85.2	2.35

18. I am a person who works in a store and helps people find what they want to buy. ans: a sales person	67.7	59.0	1.11
19. I am a person who predicts whether it will be sunny or rainy tomorrow. ans: a weatherman	97.5	91.8	2.29
20. My job is talking on radio and T.V. ans: an announcer	84.8	72.1	3.85*
21. I am a person who picks up and delivers letters and packages to people. ans: a postman	96.8	90.2	2.83
22. I am a person who takes different kinds of metal and makes things like gears which turn wheels. ans: a machinist	50.6	49.2	.002
23. I am a person who helps people who have different kinds of problems, and I defend them in court. ans: a lawyer	86.7	80.3	.95
24. I am a person who gathers facts and writes the stories in the newspaper. ans: a reporter	79.7	77.0	.06
25. I am a person who cooks food for other people. ans: a chef or baker	94.9	82.0	7.78**

*X^2 _ 3.84 significant at the .05 level

**X^2 _ 6.64 significant at the .01 level

would not graduate from high school and enter college or the world of work without having established some definite occupational goals.

To further promote career exploration activities at the junior high level, occupational orientation classes were offered to all students in the eighth grade. Classes were scheduled on a daily basis for each semester. Such activities as career orientation, individual and group occupational research, field trips and resource speakers were utilized to make learning more meaningful. Regular classroom teachers used several innovative approaches to infuse careers into the classroom instructions. A geometry teacher used simple carpenter tools and taught in such a fashion that students "discovered" the geometric laws. The students were elated to learn that such laws were applicable and practical. This type of learning was reinforced by assigning the students simple projects involving surveying techniques, bridge designs, and housing designs. A general math teacher helped the students prepare income tax returns and develop budgets for personal use.

Decision-making skills were emphasized by the career staff and local guidance personnel. Each student was encouraged to set an occupational goal prior to their entrance into high school. Each student also received guidance and counseling in the selection of his or her occupational goal based on past academic achievement, intelligence test scores, and results obtained from interest and aptitude instruments. Student occupational goals were made as realistic as possible; however, students had to "stretch their minds" in working towards accomplishing them. Decision-making skills were stressed in reference to the selection of occupational goals. Should an occupational goal selected by the student seem unrealistic and too difficult to be reached as the student progresses in school, the selection of a suitable alternative goal was suggested. In addition, it was reiterated that many of today's workers will be trained for 4 or 5 different occupations during their productive lifetimes. It was also stressed that career development should begin early in a person's life.

A group of randomly selected junior high students in the Career Education Project (experimental) were compared to a randomly selected group of junior high students in a neighboring school district concerning their knowledge of careers. The same research design and statistic which was previously discussed in Objective Two was utilized for junior high students. (See Table XIVe.) (The reader is cautioned to read each statement carefully and draw his own conclusion.)

TABLE XIVe

Comparison of Responses Concerning Junior High Students' Knowledge of Careers in Experimental and Control Groups

Item	% of Correct Responses Experimental	Control	X^2
1. An example of a job or career in which a person would need to learn a lot of science is _____. (a chemist)	98.4	95.5	.74
2. A person who is good at working with his hands might be a good _____. (bricklayer)	91.8	66.7	22.47**
3. An example of a job or career in which a person would need to learn a lot of math is _____. (engineering)	51.6	12.1	29.69**
4. A worker who has developed a specific talent is generally called _____. (skilled)	27.7	13.6	4.54*
5. The ability to listen and talk would be needed in a job such as _____. (a teacher, a receptionist, and a secretary)	57.1	62.1	.32
6. An example of a career or career field in which a person would need to learn a lot of English is _____. (journalism)	76.1	27.3	47.69**
7. The job or career a person chooses may determine _____. (where a person lives, the kind of clothes he wears and the amount of money a person makes)	53.3	53.0	.01
8. In order to get almost any job today, a person must have _____. (completed high school)	46.2	27.3	6.42*

9. A Bachelor of Science or college degree would probably be required of _____. (an electrical engineer)	30.4	22.7	1.07
10. Of the following examples of jobs or occupations, the one that would require a person to learn a lot about social studies is _____. (a politician)	17.4	27.3	2.38
11. Of the following examples of jobs or occupations the one most likely to earn a commission would be _____. (a salesman)	38.6	18.2	8.22**
12. Of the following examples of jobs or occupations, the one which requires a person to work with his hands most is _____. (a carpenter)	95.1	84.8	5.89*
13. Of the following examples of jobs or occupations, the one which is considered to be on the managerial level would be _____. (a bank president)	69.0	48.5	7.98**
14. Vocational training is generally associated with _____. (skill development)	41.8	15.2	14.10**
15. A college degree is most often associated with _____. (professional work)	53.8	48.5	.36
16. A person who wants to be a disc jockey would need a good background in _____. (English)	39.1	22.7	5.06*
17. Of the following examples, the one which would require the most accurate spelling is _____. (a secretary)	92.9	90.9	.07
18. A person's career is _____. (the way or means he chooses to make a living)	83.2	60.6	12.78**

19. When a person is trying to choose a career he should consider _____. (the training or education required, the expected salary and his own abilities and interests)	48.4	56.1	.86
20. Of the following examples of jobs or occupations, the one which requires the most education is _____. (a veterinarian)	64.1	47.0	5.25*
21. Cosmetologists are sometimes called _____. (beauticians)	50.0	27.3	9.28**
22. A dietitian is responsible for _____. (planning menus)	68.5	31.8	25.46**
23. A data processing machine operator works with a _____. (computer)	66.8	57.6	1.44
24. An apprentice is _____. (a paid worker in training)	32.6	18.2	4.25*
25. Of the following examples of jobs or occupations, the one which requires a person to have a health certificate is _____. (chef)	46.7	21.2	12.15**

*X^2 _ 3.84 significant at the .05 level

**X^2 _ 6.64 significant at the .01 level

Objective 4: The program was designed at grade levels 10-14 to provide job preparation in a wide variety of occupational areas.

Students at the high school level in all three of the participating school districts received a continuation of the exploratory experiences which were common at the junior high level. Those students selecting college preparatory courses received guidance and counseling which was designed to help them select realistic professional goals. Hopefully, this procedure would reduce the number of students who wander aimlessly through 4 or more years of college and graduate without having obtained a salable skill.

High school students who selected vocational goals also received the benefits of vocational course offerings provided by modern vocational-technical schools in each of the three school districts. Those students wishing to terminate their formal education with graduation from high school were encouraged to enter one of the vocational areas offered in the local vocational complex or select a vocational area covered in distributive education. Many vocational students expressed a desire to continue their vocational training beyond that offered at the high school. These students were encouraged to visit several of the junior colleges and select the one which offered the particular occupation being sought.

All of the vocational courses at the secondary level were of the open-ended type. This structure permitted students who had dropped out of school and those students contemplating dropping out a chance to learn a salable skill before entering the world of work. A review of vocational courses available to these students included the following: building trades, business and office courses, auto mechanics, consumer home economics, commercial cooking, metal trades and drafting. Students completing the aforementioned courses were provided with job placement services through the Mississippi Employment Security Commission. Several of the vocational centers reported that many of the students in their district graduated from high school and entered the world of work without taking advantage of training offered at the vocational centers.

Prior to graduation from high school, 71 percent of one twelfth grade class participated in a "work observation and experience program." The idea for the project evolved from student requests for apprenticeship in the community. The students actually selected the job site and requested permission to lend themselves to the business for one week. An arrangement was made with local businesses to sponsor a

project. Participating students were permitted to leave school during their free periods to work at the pre-selected jobs. At the end of the project, career personnel found the attitudes of the students and businessmen to be positive and both parties asked that the project be continued the coming year.

Student's knowledge of careers was assessed by third-party evaluators. (See Table XVe.)

The research design and statistic utilized in this phase of the study were the same as those previously described in Objective 2. (The reader is cautioned to read each statement on the questionnaire carefully and draw his own conclusion.)

TABLE

Comparison of Responses Concerning High School Students' Knowledge of Careers in Experimental and Control Groups

Item	% of Correct Responses: Experimental	Control	X^2
1. A social security number is issued to a person _____. (once in a lifetime)	91.8	71.7	13.17**
2. A job is _____. (a means for providing some security for a person and/or his family)	79.1	63.3	4.93*
3. An example of a job included in the public service cluster is _____. (a policeman)	62.7	36.7	10.87**
4. An example of a skilled worker is _____. (a doctor)	19.0	11.7	1.18
5. Generally, more formal education is associated with jobs of _____. (professional workers)	54.4	31.7	8.14**
6. If an unemployed person were looking for a job, generally the first place to contact would be _____. (state and local employment offices)	93.0	81.7	5.01*
7. Helping a student get a job when he finishes or drops out of school should be the responsibility of _____. (the counselor)	63.9	43.3	6.76**
8. A factor or factors other than salary that should be considered when choosing a job is (are) _____. (employer-employee relations, working conditions and fringe benefits)	81.0	58.3	10.69**

9. An example of a professional worker is _____. (teacher)	32.9	11.7	8.90**
10. An apprentice is _____. (a person in training under a skilled worker)	74.1	30.0	33.95**
11. A personal meeting with a prospective employer is called _____. (an interview)	82.3	66.7	5.30*
12. An organization designed to help or support workers and their interests is called_____. (a union)	76.6	45.0	18.47**
13. A worker awarded a better job by his employer or company has received _____. (a promotion)	90.5	60.0	25.51**
14. The job which would pay a person the <u>greatest</u> money or the <u>highest</u> salary is _____. (truck driving)	20.9	13.3	1.17
15. The job which requires the <u>greatest</u> amount of formal education (school) is that of a (an) _____. (pharmacist)	62.7	41.7	6.98**
16. The occupational area which offers the best retirement and fringe benefits is _____. (military service)	53.2	40.0	2.51
17. A worker should inform his employer of his plans of quitting his job at least _____. (2 weeks in advance)	63.3	30.0	18.09**
18. The <u>first</u> person a worker should contact about a problem related to his work would be _____. (the shop foreman)	34.2	15.0	10.05**
19. The job which requires the most formal education (school) is _____. (engineer)	43.7	13.3	19.53**

20. A foreman or his position would generally be classified as _____. (manager)	50.0	21.7	16.30**
21. In today's work world most jobs require a person to have completed _____. (high school)	69.0	46.7	8.35**
22. A person who cannot communicate well with people should not attempt to be _____. (a secretary)	76.6	51.7	11.64**
23. "Blue collar" labor is a term that is associated with jobs that require _____. (semi-skilled workers)	18.4	6.7	3.76
24. An example of a job or jobs included in the construction cluster is _____. (carpenter, civil engineer and bricklayer)	57.0	43.3	2.72
25. An example of a job included in the fine arts and humanities cluster is _____. (clothes designer)	55.1	35.0	6.22*

*X^2 _ 3.84 significant at the .05 level

**X^2 _ 6.64 significant at the .01 level

CONCLUSIONS

Implementing a career-centered program in the Louisville, McComb, and Winona Municipal Separate School Districts resulted in the career-concept being accepted by a majority of the classroom teachers as an integral part of the school curriculum for grades 1-12. It was the general opinion of the evaluation team that all phases of the career education program progressed to a satisfactory level prior to termination of the career project at the end of the second year.

It was concluded that teacher attitudes concerning the career-concept appeared to be more positive at the elementary level than at the junior high or high school levels. It was noted that students (grades 1-12) participating in the career project demonstrated a more positive attitude towards occupations in the service areas than did a control group of students in grades 1-12. Students receiving instructions concerning careers (experimental group) demonstrated an increased awareness of the different types of workers in our society and the realization that work values are important in obtaining a good job and keeping it. Students in the experimental group also demonstrated an increased knowledge of careers when compared to a control group of students not participating in a career project. It was further concluded that the career project appeared to have been successful in accomplishing the broad, long-range goals of the proposal.

Specific conclusions drawn by the evaluation team were as follows:

* The career-concept can become an integral part of the traditional school system.

* Acceptance of the career-concept by classroom teachers would be facilitated if the local building principal, curriculum supervisor and other administrative staff members exhibited a more overt acceptance of the program.

* An intensive group in-service program held prior to the opening of school would alleviate many of the anxieties felt by new teachers and would also permit the introduction of new career-related materials.

* Career project personnel should visit other on-going projects and attend career conferences prior to implementing a career project in their school.

* An intensive and well organized public relations program is essential for parental, business, and community acceptance of the career program.

SUMMARY

The goal of this project was to establish a meaningful, comprehensive, career education program which encompassed the stages of career awareness, career exploration, and career preparation. Guidance and counseling were also emphasized through group and individual activities during the school year. Approximately 9,900 students in the three school districts were involved in the project. The objectives of the project were as follows:

1. To increase the self-awareness of each student; to develop in each student favorable attitudes about the personal, social, and economic significances of work; and to assist each student in developing and practicing appropriate career decision-making skills.

2. To increase the awareness of students at the elementary level in terms of the broad range of options open to them in the world of work.

3. To provide career orientation and meaningful exploratory experiences for students at the junior high or middle school levels.

4. To provide job preparation in a wide variety of occupational areas for students in grade levels 10 through 14.

This project was viewed as a process by which student potential could be developed. It was perceived as consisting of awareness, exploration preparation, and entry and advancement phases. The awareness phase was common to the elementary grades (grades 1-6). Students in the awareness phase were encouraged to develop a positive self-concept, to see themselves as a unique individual, a member of a group, and as a future contributor to the society in which we live. Students in the exploration phase (grades 7-9) studied vocations as related to certain classroom units, performed individual and group research in reference to occupational research, and participated in hands-on experiences. High school students (preparation phase) were encouraged to narrow their career choices or make career decisions and prepare themselves to meet the demands that would be placed upon them after high school graduation. In addition, the preparation phase provided for job placement, follow-up, and short term skill training for potential dropouts or students graduating without salable skills.

The evaluation was essentially a process/product type which involved on-site visits to each of the school districts by the evaluation team. Each member of the evaluation team randomly interviewed classroom teachers, students, teacher aids, and school supervisory personnel. Visits were made to material centers where circulation records were

reviewed and other data were collected. Scrap books containing news clippings, etc. were reviewed along with quarterly reports to determine if sufficient local efforts were made to place the career project before the public. Supply records, purchase orders, and other business forms were reviewed and classroom visits were made to determine if the materials had received proper utilization.

Each objective was reviewed by third-party evaluators and attempts were made to determine whether or not each objective had been accomplished. (See Tables VIe - XVe.)

Results of the overall evaluation efforts indicated that:

* An adequate staff was secured in all three of the participating school districts and the career-centered education curriculum was presented to all students in a satisfactory manner.

* The development and implementation of an instructional program by the three school districts in which career awareness, exploration, preparation and entry and advancement factors were stressed was considered to have been more than adequate, in most instances, by the evaluation team. The evaluation team noted that areas of preparation, entry and advancement phases involved a rather low student participation. This was especially true in areas designed for short-term skills for potential dropouts and for those students who had already withdrawn from school.

* The establishment of guidance and counseling procedures in grades 1 through 12 in the three school districts ranged from fair to excellent according to the evaluation team. As previously stated, the area in which the most apparent improvements could be made appeared to be guidance and counseling procedures as related to dropouts and potential dropouts. Job placement was also an area which indicated a lack of sufficient activity. However, a general level of satisfaction was expressed with the overall guidance and counseling programs of the three school districts by the evaluation team.

* The establishment of a local program of evaluation and planning was somewhat lacking in several of the participating school districts. Project personnel should have a thorough knowledge of their goal(s) and objectives and should plan and implement their programs accordingly.

VI. SUMMARY AND CONCLUSIONS

By the time the project was completed, many insights had been gained as to the feasibility of incorporating career-related learning experiences into the on-going curriculum. Information gained led to the conclusion that the processes involved in the project could become an integral part of most school systems. It was concluded that the overall career concept was implemented within each school system to an effective degree.

It was noted that career learning experiences were more readily accepted and implemented in the lower elementary grades of the school systems. Elementary teachers generally demonstrated a high degree of creativity and utilized materials more effectively than did teachers in the upper grades. As the grade level increases in the school system, apparently the more subject-matter oriented the teachers become.

It was concluded that satisfactory progress was made in attaining all of the overall project objectives. However, each system demonstrated strengths and weaknesses in certain areas. Specific conclusions were as follows:

* The career-centered concept can become an integral part of the traditional school system.

* Acceptance of the career-concept by classroom teachers would be facilitated if the local building principal, curriculum supervisor and other administrative staff members exhibited a more overt acceptance of the program.

* An intensive group in-service program held prior to the opening of school would alleviate many of the anxieties felt by new teachers and would also permit the introduction of new career-related materials.

* Career project personnel should visit other on-going career projects and attend career conferences prior to implementing a career project in their school.

* An intensive and well-organized public relations program is essential for parental, business and industrial acceptance of the career program.

APPENDIX A

CAREER COMPANION GUIDE

Project or Title or Unit Community Helpers Subject and Grade Level First

Test My Community (Name) David C. Cook, Pub. Co., Elgin, Ill. (Publisher) 1966 (Copyright)

Career Objective	Activities or Career Related Instructional Procedure	Resource People and Materials
To make pupils aware of the kinds of careers available in our community and what each job has to offer.	Read books about: Fireman - Doctor - Teacher Policeman - Dentist - Librarian Discuss: -clothing or uniform required for each job -advantages of each job, pay, time, education -tools required -tasks involved View Films Art: -policeman hats -child-size pictures of community helpers -draw pictures of helpers to make booklet Find pictures of helpers in magazines.	Policeman - Mr. Magee Teacher - Mrs. Ingram Books - I Want To Be A Policeman I Want To Be A Doctor I Want To Be A Dentist I Want To Be A Librarian I Want To Be A Teacher Fireman - Mr. Kelly (also viewed filmstrip shown by fire dept.) Filmstrip "School Workers" magazines

Subject EARTH - SPACE SCIENCE (Advanced Students) Grade Level 8th

Topic or Unit of Study	Career Related Instructional Procedures and/or Activities	Resource Materials
Historical Geology	Visit Gulf State Park in Port Gibson. View rocks and fossils on display which have been found in and near the park. Discuss with the State Forester his job in relation to the finding of these fossils. An area Geologist will explain to the students how to look for fossils. The Geologist and forester will accompany the students to an ancient river bed to look for fossils.	TEXTBOOK: Investigating the Earth. Boston: Houghton Mifflin, Co., 1968. SRA Job Family Series Booklet "Jobs in Science" OEK Occupational Briefs Foresters Geologists Archeologists

CE 010 184

Subject ENGLISH -- THE THINK PROGRAM (Basic) Grade Level 9th

Topic or Unit of Study	Career Related Instructional Procedures and/or Activities	Resource Materials
Entire program is made up of two major components: Language Analysis and Developmental Reading. Each student works with cassette tapes at his own level, at his own rate of speed. Students are placed in three groups according to their level. Each group rotates on a weekly basis either on Language Analysis, Developmental Reading or a variety of activities -- grammar, writing, literature and career related activities.	Work a career crossword puzzle. Learn to fill out application forms. Each student who does not have a social security card will apply for one. Learn the spelling and meaning of career related terms.	Think - Language Analysis, Innovative Sciences, Inc. Scope Visuals 16 Career Crosswords, N.Y., Scholastic Book Services. Scope Visuals 13 Getting Applications Right N.Y., Scholastic Book Services

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